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NLSY
CHILD
HANDBOOK
1989

A Guide & Resource Document
For The
National Longitudinal Survey of Youth 1986 Child Data

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Preface and Acknowledgements

The NLSY child data described in this Handbook represent a unique data source for the social and behavioral science research community. For perhaps the first time, there is available for a large, nationally representative data set sufficient information to permit careful explorations of many of the ways in which families, particularly mothers, affect the early social, emotional, cognitive and physiological development of their children. The depth and breadth of information available in this data set reflect the intellectual versatility of those who have been involved in the development of this survey.

The NLSY data set has historically been used primarily by economists and sociologists; and it is individuals from those disciplines who contributed most to the initial development of the NLSY data set. The principal thrust of the more recent child data collection has been in the area of maternal/child health and psychometric behavioral information. The variety and quality of the maternal-child health data has benefited, in large measure, from the expert advice of the staff at the National Institute for Child Health and Development, particularly members of the Demographic and Behavioral Sciences Branch of the Center for Population Research and the Biometry branch of the Epidemiology and Biometry Research Program. With the introduction of child assessment measures into the NLSY survey, we have entered a totally new domain not only in terms of the kinds of data collected, but also regarding the collection of these kinds of data in a large scale survey using well qualified but nonetheless lay interviewers. This child assessment data collection would not have been possible without the close and continuing assistance of a large cadre of outstanding advisors from the field of survey research and psychology. The members of this "support group" are too lengthy to list here. We hope they understand how integral they have been to this project.

The support of these and other individuals was absolutely essential to the development of the child survey. The Department of Labor, represented by Michael Pergamit, the Bureau of Labor Statistics monitor for the NLS project, has been extremely supportive of this attempt to expand the NLS beyond traditional economic and sociological data collection efforts. In addition, without the financial support of the NICHD, as well as a number of private funders, the data collection could not have happened. For this reason, we gratefully acknowledge the funding provided by the Center for Population Research of the National Institute of Child Health and Human Development. We also wish to thank the various private funders who have provided financial and intellectual assistance at various stages of this massive data collection effort. These include the Carnegie, Ford, Grant, Hewlett, Rockefeller and Sloan Foundations.

We are particularly indebted to the Foundation for Child Development which has assisted us financially and intellectually in all phases of the development of the child survey. They have coordinated the activities of our advisory group, provided funds for a summer workshop which helped smooth the way for many psychologists who wished to access our data, and provided the funds for the preparation of this Handbook. Heidi Sigal of the Foundation has been a constant source of psychological and intellectual support for these various activities.

Bob Michael, Director of NORC, played an integral role in the early development of this child survey as did Kenneth Wolpin and the late Michael Borus, prior principal investigators for the National Longitudinal Surveys. Randy Olsen, the current NLS principal investigator, has continued this tradition of strong support. CHRR, NORC, and NICHD staff too numerous to mention, are responsible for maintaining the integrity of the data set. The high quality of the data speaks to the extraordinary effectiveness of their work.

A number of individuals have been directly involved in the preparation of this Handbook and deserve our special thanks. At the CHRR, Nicki Stassen Lantz played a major role in developing the tabular material, and David Weaver helped prepare the background materials relating to the specific assessments. Pat Marnell at NORC provided us with information about the field procedures utilized by NORC in the collection of these data. The responsibility for typing this document fell on Suzanne Knowlton. Her good humor under stress and her outstanding typing made the whole process much more bearable. We are particularly indebted to her.

Finally, the genesis and success of this project reflects, more than any other single factor, the effective leadership role played by Wendy Baldwin, the chief of the Demographic and Behavioral Sciences Branch of the Center for Population Research of the NICHD. Her innovative intellectual and administrative leadership and perseverance helped translate an already established, strong economic and sociological data set into one which transcends traditional social science thinking and which permits meaningful comprehensive cross-generational mother-child research. She not only provided important psychological and intellectual support, but also through her unique, almost magical administrative capabilities, found the funds to initiate and continue this study. Using demographic literary license, it is not inappropriate to perhaps term her the mother of the children of the NLSY.

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INTRODUCTION

Development of the NLSY

The National Longitudinal Survey of Youth (NLSY) is an outgrowth of a larger research project initiated in the mid-1960s to analyze the sources of variation in the labor market behavior and experience of four groups in the United States population. The National Longitudinal Surveys of Labor Market Experience (NLS) were originally comprised of four cohorts: men 45 to 59 years of age, women 30 to 44 years of age, and young men and women 14 to 24 years of age. In 1979, the NLS Youth was launched to permit replication of much of the analysis made of the earlier cohorts and to help evaluate expanded employment and training programs for youth in the late 1970's. This fifth cohort consisted of a national sample of civilian and military young men and young women between the ages of 14 and 21, with overrepresentation of blacks, Hispanics, and economically disadvantaged whites. The NLSY sample of civilian and military youth was interviewed for the first time in early 1979. Reinterviews with the NLSY civilian youth sample have occurred annually since that time; the military sample was interviewed from 1979 through 1984.

While the primary purpose of the NLSY has been the collection of data on labor force experiences, information has been regularly gathered on factors that potentially affect labor market attachment, i.e., investments in education and training; geographic region of residence and local labor market conditions; the formative influence of parents; current marital status and family responsibilities; financial characteristics; work-related attitudes and aspirations; as well as such potentially delimiting factors as health problems and job discrimination.

Beginning in 1979, a five-year cooperative effort of the National Center for Research in Vocational Education and CHRR resulted in a survey of the high schools of civilian NLSY respondents and the collection of detailed transcript information on high school completers. In 1980 under joint sponsorship of the Departments of Defense and Labor, the Armed Services Vocational Aptitude Battery was administered to NLSY respondents. In 1981, the National Institute of Education sponsored a set of time-use questions. Alcohol and substance abuse questions were added to the 1982-1985 youth surveys with funding from the National Institute on Alcohol Abuse and Alcoholism and the National Institute on Drug Abuse. In 1982, the National Institute of Child Health and Human Development

(NICHD) provided funds for the introduction of a comprehensive set of fertility and childcare questions into the NLSY. These components have been included each year through 1986 and again in 1988. Finally, with NICHD funding, a battery of cognitive and socio-emotional assessment instruments was administered to children of female NLSY respondents in 1986 and 1988.

The Children of the NLSY Mothers: An Overview

The 1986 and 1988 waves of the National Longitudinal Survey of Work Experience of Youth (NLSY) included the administration of an extensive set of assessment instruments to the children of the female respondents. These assessments encompass cognitive, socio-emotional and physiological aspects of the child's development as well as information about the quality of the home environment. The assessments were completed by 4,971 children in 1986 or about 95 percent of eligible children whose mothers were interviewed in 1986; parallel information will be available for more than 6,000 children in 1988. Thus, for a very large sample of children, assessment information which can be linked with a vast array of child, maternal and family background information will then be available for two points in time.

At present, the 1986 NLSY child data are available to the research community in two forms: a child assessment "raw" item file, which includes all of the assessment information exactly as it was collected from the children and their mothers, and a "merged child-mother" file, which includes a vast array of information about the children and their families. The merged file, in which all the children of the NLSY mothers are the actual respondents, includes a variety of constructed normed and non-normed scores for the various assessments, the actual responses for a selected subset of assessments, and considerable information about the social, economic and family characteristics of the children's mothers and families. Some of this maternal information is based on reports at the time of the interview and some is linked temporally to the birth of the child. These two data files and their documentation are described in detail in this Handbook.

NLSY Survey Content

The NLSY main survey instruments contain core sets of questions on the following topics: (1) marital history; (2) schooling; (3) current labor force status; (4) jobs and employer information; (5) training; (6) work experience and attitudes; (7) military service; (8) health limitations; (9) fertility; (10) income and assets; and (11) geographic residence. While information on these topical areas has been collected each survey year, the number of questions on any given topic as well as the wording and universes for each question may differ from year to year.

Additional sets of questions on a variety of factors potentially affecting a young person's labor force attachment have been included for selected survey years. The initial (1979) survey collected information on family background, knowledge of the world of work, a retrospective evaluation of labor market experience, the influence of significant others, and an abbreviated Rotter locus of control scale. Subsequent surveys have included questions on job search methods, migration, attitudes towards work, educational and occupational aspirations and expectations, school discipline, self-esteem, child care, drug and alcohol use, delinquency, and time use.

Finally, NLSY respondents have been the subject of a number of special surveys, the High School and Transcript Surveys conducted for the National Center for Research in Vocational Education, the Profile of American Youth-ASVAB administration sponsored by the U.S. Department of Defense, and the NICHD-sponsored battery of cognitive, socio-emotional, and physiological assessments administered to the children of NLSY female respondents.

The Center creates certain variables which are frequently used by researchers and/or difficult to construct. These created variables include various employment, education, income, geographic and interview-specific variables. Many of these summary variables are available on the created Merged Child-Mother file. These include (1) total net family income, (2) family poverty status; (3) highest grade completed; (4) marital status (collapsed); (5) employment status recode; (6) region of current residence; (7) school enrollment status; (8) whether current residence is urban/rural; and (9) whether current residence is in an SMSA. Derivations for certain of these mother-based variables are provided within the attachments and appendices of the NLSY main Youth documentation set.

Administration of the NLSY

Responsibility for the administration of both the NLSY main survey and child survey has been shared by The Center for Human Resource Research at The Ohio State University and NORC (formerly the National Opinion Research Center) at the University of Chicago. CHRR maintains essential responsibility for design of the survey instruments, data evaluation, some limited report preparation, and data dissemination. Sample design and field work are the principal responsibility of NORC.

Purpose of the Child Handbook

This Handbook is intended both for experienced NLSY users who need specific information about the child data file as well as for first time NLSY users who wish to access the child data. This latter group is encouraged to carefully examine appropriate sections of the current *NLS Handbook* concomitant with their utilization of this

Handbook. While this volume briefly describes the entire NLSY data set, its primary purpose is to fully describe and document the child data files, and, in particular, the child assessment data.

In producing this Handbook, the authors have tried to remain cognizant of two issues. First, the child data files represent an initiation to the NLSY for many users, who at least in some instances, have not previously used large data files. Second, many users may prefer to read only certain parts of the Handbook. For these reasons, we have tried to assume as little prior knowledge about the data set as possible. For this reason, readers who read several sections may note some repetition of material. Because we are sensitive to the fact that many specialized but new users will use this Handbook, there are many instances where basic description and discussion may appear redundant to one who reads several sections. To avoid excessive repetition, the Handbook includes considerable cross-references, referring a user to disparate but related materials.

The Handbook has several objectives. First, it describes the child data collection procedures in some detail, emphasizing the continuing close linkages between NORC, the data collector, the Center for Human Resource Research, which prepares the public use materials, and NICHD, who not only has funded this data collection, but also has provided major input into all aspects of the process.

The remaining sections of the Handbook describe in some detail the nature of the child sample, the child data files available, and the specifics of the child assessments included in the 1986 survey round. Any researcher planning to use these data is strongly encouraged to read Section 3 on sampling issues and constraints. The description of each assessment is accompanied by an explanation of how to access a particular assessment. A discussion of particular data caveats is followed by information on available outside resource documents as well as limited internal analyses that highlight the strengths and limitations of each assessment. This volume includes a variety of statistical materials which should help prospective users make decisions about whether these data are appropriate for meeting their research objectives. Appendix A provides a variety of detailed tabulations that illustrate how the assessment data are linked with several basic demographic characteristics -- the race/ethnicity of the children, their mother's educational attainment and their mother's age at their birth. These Appendix tables will also assist potential users in determining if there are sufficient sample cases for meeting their particular research objective.

In summary, the Child Handbook serves as an essential users' manual and reference document for anyone who plans to use the NLSY children's data. The authors strongly suggest that this Handbook should be used in conjunction with a variety of other materials including the *NLS Handbook*, the interview schedules used in the field for children and mothers, and the NLSY public user documentation. These items complement each other and, in total, represent the appropriate and essential package of materials for researchers planning to use these data.

Organization of the Handbook

The Handbook is organized into several major sections:

Section 2 provides technical information on survey design, field work, sample representativeness, and the data processing and cleaning procedures used in creating the NLSY Child data.

Section 3 describes the NLSY mother and child samples in some detail, highlighting the strengths and limitations of the data set.

Section 4 briefly describes the two child data files and the variety of behavioral and attitudinal data for the children and their families which are available on the Merged Child-Mother data file.

Section 5 focuses on the nature and quality of the 1986 Child Assessment variables and briefly describes the second round of child data collected in 1988.

Section 6 summarizes the NLSY child data files currently available to the public and provides cost and ordering information. For researchers actively involved in utilizing the data, the major characteristics of the data files and guidelines for data management are presented.

Section 7 describes the key pieces of NLSY Child and main Youth documentation which are provided to tape purchasers as well as to other researchers exploring the applicability of the data. Ordering information and a "Quick Reference Guide to NLSY Documentation" are included. Finally, Section 8 describes NLS public users services available.

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NLSY CHILD SURVEY PROCEDURES

Survey Design

Instrument Development

Development of the 1986 Child Assessment instruments began in the summer of 1985. The Center for Human Resource Research assumed overall responsibility for selection, design, and adaptation of the Child Assessments. Close collaboration between NORC and the Center began at this early stage on such issues as placement and formatting of questions, survey timing, and special data collection considerations such as confidentiality, child-interviewer rapport, and testing conditions. On a continuing basis, NICHD also provided input to this process. Advice on question inclusion as well as review of the draft survey instrument was sought by the Center from the various funding agencies, a technical advisory board (see Table 1), and designers of the original instruments.

By August 1985, a preliminary group of assessments had been selected and compiled into two booklets intended as supplements to the main NLSY questionnaire. The set of measures included questions on health and home environment for all children, age-appropriate cognitive assessments, a basic achievement battery, a self-competence scale for school age children, and instruments designed to measure the temperament and the motor and social development of younger children. Four of the assessments were formatted for mothers to self administer, and the remainder were designed for interviewer administration and observation.

In mid-August 1985 a preliminary pretest of the draft child instrument was conducted in Chicago at NORC. Two experienced NLSY field interviewers were given a copy of the draft instrument to review prior to trying it out with several children, ranging from two to eleven years of age, whose parents were employees at NORC. The mother of a five month old was also recruited to take the Mother's Supplement. NORC staff and the Chicago district field manager spent two days observing and video taping these two interviewers. To allow for maximum practice for both interviewers, some sessions were conducted simultaneously and not taped, but every interview was observed. Since the selection of reading and math instruments to be utilized had not yet been finalized, no reading assessment was administered and the Test of Mathematical Abilities (TOMA) was used to measure math performance.

Based on the results of these two days, a special Child Assessment training program was developed to be used with five field interviewers chosen for the main NLSY Survey 1986 Pretest. The training of these interviewers was conducted by the NORC Chicago district field manager and NORC survey staff.

The Child Pretest

A second pretest of the Child survey instruments was conducted by NORC in late August 1985, utilizing a national sample of respondents selected for pretesting the main NLSY. Conducted at two sites with experienced NLSY interviewers, the pretest served to test questionnaire wording, to pinpoint items that posed problems for either the respondents or the interviewers, and to time the various sections of the instruments.

Field observations of the interviewers were made by district field managers and NORC staff. As one might expect, not all interviewers were suited to the special requirements of administering assessments to children. The number of new tasks and the need for certain personal attributes and personality traits suggested that the interviewing of children was inappropriate for even some very seasoned interviewers.

The pretest revealed some unexpected difficulties posed by this special assessment situation. One mother worried that the interviewer and observer would report her to the authorities for child abuse or neglect because she allowed her infant to cry after the baby had been put down to take a nap. A black mother suggested that her child seemed frightened of the interviewer and observer because of limited prior exposure to whites. These incidents highlighted the need for a comprehensive menu of methods for building rapport with the child, dealing with distractions, gaining parental cooperation, administering the assessment materials smoothly, deciding how much persistence was appropriate to gain the child's cooperation, and gauging respondent burden.

Following the pretest, staff from the Center, NORC personnel, and representatives of the various funding agencies met in September to review the NLSY child survey instruments, analyze the response frequencies for selected questions, and discuss problems encountered by both the respondents and interviewers. Subsequent to this debriefing, modifications to the instruments and administrative procedures were made by NORC and the final package forwarded to the Center for Human Resource Research for review.

Final Instrument Design

Two special survey schedules, the Mother Supplement and the Child Supplement, were used to administer the assessments to the children of NLSY mothers. The following is a brief outline of the contents of each instrument and the interviewing aids used in the field. Detailed descriptions of the nature of the child assessment instruments and the criteria used in their selection can be found in Section 5 of this Handbook. Anyone interested in all the data collection instruments used in conducting the NLSY main survey should consult the current *NLS Handbook*.

Mother Supplement.

The Mother Supplement was designed to be completed by the mother or guardian for each child prior to or during the administration of the Child Supplement. Interviewers immediately accommodated any respondent who indicated a preference for having the supplement administered by the interviewer. The Mother Supplement includes the following four assessments:

(1) The HOME - items from the HOME (Home Observation for Measurement of the Environment) Inventory, developed by Bradley and Caldwell, which contains three age-specific versions of a set of scales designed to measure the nature and quality of the child's home environment.

(2) How My Child Usually Acts - items from Rothbart's Infant Behavior Questionnaire, Kagan's Compliance Scale and other items from Campos, which combine to form a set of maternal-report scales measuring temperament or behavioral style over the past two week period for each child under age seven.

(3) Motor and Social Development - items drawn from Poe, Bayley, Gesell, and the Denver Developmental Screening Test, which measure various milestones in the areas of motor-social-cognitive development for children under age four.

(4) Behavior Problem Index - items from Zill and Peterson's adaptation of the Child Behavior Checklist, developed by Achenbach and Edelbrock, which elicit mother ratings of children four years of age or older in such areas of problem behavior as hyperactivity, anxiety, dependency, depression, and aggressiveness.

Child Supplement.

The Child Supplement collected general and health-related background information from the mother of each child, responses from the children to items from nine additional assessment instruments, interviewer evaluations of the testing conditions, and interviewer observations of the child's home environment. The supplement contains the following sections:

(1) The Child Background section - identifying information (age, sex, grade in school) from the mother of each child. The first page of the supplement refers to child ID's drawn from the Children's Record Form (CRF), an NLSY main survey interviewing aid containing information on the biological (Part A) and nonbiological (i.e., adopted or step-children listed in Part B) children of the respondent. The CRF has been used since the 1985 surveys to: (1) provide identification numbers, names, dates of birth, sex, deceased/adopted status for each child; and (2) identify special sections of the questionnaire (i.e., immunization, feeding, etc.) which need to be administered for particular children. A sample Children's Record Form can be found in the NLSY main survey Interviewer's Reference Manuals, a special series in the NLSY documentation (see Section 7 of this Handbook). Information from the Children's

Record Forms can be found within two files (CRFBIO and CRFNBIO) on the NLSY main tape. If someone other than the child's mother answered the questions in the first sections of the Child Supplement, interviewers were instructed to record information about this "caretaker" on the concluding page of the supplement. A Caretaker Locating Form was also used by interviewers, as they administered the main questionnaire to the mother, to locate biological children who were living outside the mother's household at the time of the 1986 interview. The form lists the child's usual residence distance from mother's household and specific information on the child's current address. While every effort was made to assess these children, the information on the locating form was not data entered.

(2) The Child Health section - information from the mother on the child's health limitations, accidents and injuries, medical treatment in the last twelve months, health insurance coverage, as well as measures of the child's height and weight at the time of interview.

(3) Parts of the Body - ten items, developed by Kagan, which measure the ability of children aged one or two to identify various parts of their bodies.

(4) Memory for Location - developed by Kagan, which measures the ability of children eight months of age through three years to remember the location of an object which was subsequently hidden from view.

(5) McCarthy Verbal Memory Scale - a subtest of the McCarthy, (Psychological Corporation), which assesses short-term verbal memory of children aged three through six years to remember words, sentences, or major concepts from a short story.

(6) What I Am Like - two scales from Harter's Self Perception Profile for Children, which measure perceived self-competence in the academic skill domain and sense of general self-worth for children aged eight and above.

(7) Memory for Digit Span - a component of the revised Wechsler Intelligence Scale for Children (Psychological Corporation), which assesses the ability of children seven years of age and older to remember and repeat numbers sequentially in forward and reverse order.

(8) The Peabody Individual Achievement Test (PIAT) Math subtest - (American Guidance Service), a wide-range measure of achievement in mathematics for children with a PPVT age of five years or older. The adaptation of the administration form in the Child Supplement was accompanied by the standard PIAT test materials contained in Volume I of the PIAT Easel-Kit.

(9) The PIAT Reading Recognition and Reading Comprehension subtests - (American Guidance Service), which assess the attained reading knowledge of children with a PPVT age of five and older. The item format in the Child Supplement supplanted the standard PIAT record booklet but interviewers used Volumes I and II of the official Easel-Kit which contain the official item plates and instructions for administration.

(10) The PPVT-R (Form L) - (Peabody Picture Vocabulary Test - Revised, American Guidance Service), used to measure the hearing vocabulary knowledge of children whose PPVT age was three and above. As with the PIATs, children were shown the official PPVT item plates and their responses were recorded in the Child Supplement.

(11) The section on Interviewer Evaluation of Testing Conditions was used to gauge the attitude of the child toward testing, the child's general physical condition, and whether there were any events that interfered with assessment or caused premature termination of the session.

(12) The Interviewer Observations of the Home Environment contained a subset of all the HOME items selected for administration, most of which were included as maternal report items in Section 1 of the Mother Supplement.

The following 1986 Child assessment instruments were translated into Spanish:

(1) the entire Mother Supplement

(2) the following sections of the Child Supplement:

Section 1 - Child Background (mother report)
Section 2 - Child Health (mother report)
Section 3 - Parts of the Body
Section 4 - Memory for Location
Section 6 - What I am Like
Section 7 - Memory for Digit Span

Interviewer Selection

In the fall of 1985 a staff of trainers for the Child survey was selected from the ranks of NORC divisional field managers and upper level field managers by NORC's Office of Field Communication and Management (OFC&M). Field managers who were involved in the pretest training, observations and meetings with the OFC&M liaison were included in the selection process. These trainers were brought to the Chicago office for a concentrated three day session to train them in the techniques of administering the measurements to be included in the Child Study.

NORC attempted, to the fullest extent possible, to use interviewers with prior experience on the NLSY or on comparable surveys. Interviewers who had worked successfully on previous rounds of the NLSY and who were deemed to have the ability to work well with children of various ages were given first consideration for the Child Study. When it was necessary to hire new interviewers for the project, thought was given to the prospect's ability and desire to work with children. Questions were incorporated into the personal interview with applicants to help determine aptitude in this area. If, during training, it became evident that an interviewer might experience difficulty in the field, the interviewer was shifted from the Child portion of the study. Field staff selecting interviewers for the Child Study had all attended the Trainers' Training session so they were familiar with what was expected of a Child Interviewer. As with recruitment for any NORC study, hiring for the Child Study was conducted by the interviewers' Administrative Supervisor, the person most familiar with an interviewer's skills, work habits and personality.

Interviewer Training

Training sessions were held at eight sites around the country. These personalized small group sessions were geared toward developing child interviewing skills, instructing attendees on the use of the Child study instruments, and reviewing NORC's administrative procedures and policies. Interviewers received a training kit of home-study materials for review prior to the group sessions.

Each interviewer training session, which lasted two and one-half days, was run by a head trainer and observed by staff from the NORC central office and CHRR. The sessions began with an overview of the study, general field procedures, and a taped lecture on establishing rapport and maintaining the attention of children of various ages. Detailed instructions on the administration of each assessment followed. Video tapes were used to provide models of the procedures, including footage supplied by Kagan of him administering the Memory for Location assessment. Pairs of interviewers participated in "mocks," scripted exercises in which the trainees took turns playing the roles of child and test administrator. Large group discussion followed each set of mocks so that interviewers had an opportunity to check their administration and scoring procedures and to ask questions. The training session concluded with a set of exercises that were scored by NORC to assess the degree to which the interviewers had mastered the testing procedures. As discussed later in this section, (see Data Quality Control), interviewers were also required to tape and submit their first actual child interviews to the NORC central office for a complete case edit.

Approximately two hundred people were trained as child interviewers. Part way into the field period, additional interviewers assigned to the main study who showed excellent field performance were trained and added to the Child Study pool. Some interviewers originally selected as Child interviewers did not make it through the rigors of training and others self-selected out.

Field Procedures

Interview Schedule

The child interviews were conducted between February and July of 1986. While interviewers attempted to interview the mother and her children on the same day, the length of the main interview and the number of children in the household often required scheduling one or more child cases for separate days. Sometimes a mother would have time to complete the Mother Supplement but would request that the assessments contained in the Child Supplement be administered on another day. Such scheduling occasionally meant that the Child Supplement assessment date did not match the Mother Supplement assessment date. However, a difference in the age of the child at each assessment date rarely occurred. Researchers conducting research on topics where time periods are critical should carefully examine the reference period of variables tied to the mother's interview dates as well as the actual child assessment dates. This issue is considered more extensively in Section 5.

Interview Methods

During each survey round, NORC attempts to reach all respondents within the active samples. No respondents are excluded from locator efforts with the exception of respondents who are known to have died. Thus, the permanent NLSY sample designated for interviewing during the 1986 interview year consisted of all civilian respondents who were interviewed in the base year and who were alive at the survey date.

Respondents in the NLSY reside in each of the fifty states, including the District of Columbia as well as countries abroad. Locating respondents is a coordinated effort of NORC's central office, its locating shop, and local level field staff. Prior to fielding a survey round, NORC's central office sends a short, informative "locator letter" to each respondent reminding the respondent of the upcoming interview and confirming the respondent's current address and phone number. Female respondents known to be mothers as of 1986 were sent a special letter that introduced the new Child data collection effort and briefly explained the assessments. In addition to its comprehensive locating efforts, NORC makes every effort to convert initial respondent refusals to completed interviews. A detailed discussion of NORC's locating and conversion methods can be found in the current *NLS Handbook*.

In many cases, mothers and their children were interviewed by the same individual who had interviewed the mother at least once and sometimes several times prior to the 1986 interview. While personal interview was the primary contact method used for the 1986 NLSY survey, it was not the exclusive method. Telephone contact occurred under certain circumstances where the respondent resided in a remote area or field staff determined that phone contact was the preferred method of interviewing. During the 1986 personal interviews, 7 percent of the main NLSY sample was interviewed by phone. A total of 69 mothers were administered Mother Supplements and maternal report sections of the Child Supplement by telephone.

A total of 354 children, eight months or older, were assigned to bilingual interviewers. Of these cases, slightly more than 100 children were actually assessed in Spanish. Nine children were assessed in Spanish while their mothers filled out the Mother Supplement in English. Twenty-four children who were assessed in English have Mother Supplements filled out in Spanish. About 95 children have both a Child Supplement and a Mother Supplement filled out in Spanish. According to the 1986 main NLSY data tape, only 56 mothers were administered the NLSY main questionnaire in Spanish. A variable added to the 1989 release of the Child-Mother file will indicate, for each child, if either or both of the 1986 supplements were administered in Spanish. A variable was added to the 1988 Child instruments indicating if a supplement was administered in English, Spanish, or other language.

The average length of the main 1986 NLSY interview was approximately one hour. The 1986 administration of the child assessments added thirty minutes to the total survey administration time. Each respondent was paid ten dollars upon completion of the main interview. NLSY mothers participating in the 1986 child assessments were paid an additional five dollars for each child assessed. Parents generally exhibited a high level of cooperation during the testing of their children. In fact, NORC interviewers reported that several respondents felt that the Child Assessment study renewed their interest in the NLSY survey as a whole. While some parents found it difficult to remain uninvolved in the testing process, most interviewers administered the assessments with no significant interference. Section 5 of this Handbook provides a more detailed discussion of the Interviewers' evaluation of testing conditions.

NORC's extensive locating methods, its conversion strategy, and its close monitoring of response rates have resulted in an extraordinarily high retention rate for a longitudinal panel of this duration. Table 2 presents NLSY retention rates for the main civilian female sample, for mothers and for children between 1979 and 1986.

Data Quality Control

In order to insure quality control during every phase of the field operation, NORC has two primary mechanisms, case editing and validation, to evaluate the performance of the field staff and to maintain the quality of the data while they were being collected.

Case edits by field supervisors occurred very early in the data collection round to detect any weaknesses overlooked during training. Each interviewer mailed the first two completed cases, accompanied by cassette recordings of the child interviews, to the supervisor and then awaited feedback before proceeding with additional assessments. A 100 percent case edit was conducted on these first cases according to written specifications provided by the project, including criteria for passing and failing the edit. Supervisors contacted those interviewers who passed the edit and discussed any errors that were found. Those interviewers who failed the edit were notified that, based on the seriousness and extent of the problems, either they would need additional instruction, would need to shift to another assignment, or would not be retained. Interviewers who failed the edit but who were retained on the Child Study were required to submit another round of case edits for review before resuming a full caseload.

During the first several weeks of the field period, all field managers were called by a supervisor or a coder from the central coding shop about the quality of the incoming cases. The first calls pinpointed three types of errors: (1) errors made by a number of interviewers -- these were handled as overview comments; (2) information which needed to be retrieved for a specific interviewer; and (3) any other coding problem a specific interviewer was experiencing. Subsequent calls included interviewer-specific problems to the field manager, district field manager, and central office supervisor. Copies of the overview comments were mailed to the interviewers and to CHRR staff.

Validation, another process for monitoring the performance of interviewers, is used by NORC to: (1) certify that data have been accurately, reliably, and professionally collected; and to (2) confirm that interviewers are completing cases as reported with the correct respondent. NORC conducted call backs on a random sample of about 15 percent of all NLSY cases to verify the date of the interview, the duration of the interview, and the level of accuracy with which selected information was obtained and recorded. Female respondents with at least one biological child were asked about the number, age, and residence of their children, whether the children were assessed and approximately how much time the interviewer spent with each child. The respondent was also given an opportunity to offer comments or criticism about her children's participation in the data collection effort. Once the case validation was completed, NORC's staff assessed the results of the call to determine whether any problem or irregularity appeared.

Data Processing

As child cases arrived at the NORC central office, they were directed through a controlled pattern of data reduction steps designed to produce clean machine-readable data. Processing began with confirmation that all required child instruments and administrative forms were included with the case and that each item contained matching case identification numbers. All documents for each case were placed in a labeled file jacket and batched for routing to the coding department. Those cases randomly selected for validation were specially marked for priority handling. The following steps were conducted for each case: coding, keying, cleaning, hardcopy storage in the NLSY Library, and finally the creation of a machine-readable datafile.

Coding and Editing

To prepare each questionnaire for data entry, a specially trained team of eight coders examined all case documents and applied a series of editing conventions, developed in conjunction with CHRR personnel. Since the Mother Supplement was largely a maternal self report, there were some inadvertent multiple answers to questions that required mutually exclusive responses. If a mother marked two adjacent codes on scaled items or placed a mark equidistant between two codes, coders chose a response by flipping a coin. If a mark appeared on a line between codes, coders circled the one nearest to the mark. All questions with multiple responses were logged with the CASEID, the location of the question, and a brief description of the responses. This information was later transferred to CHRR with the hard copy child instruments. Coders made hard copies of all question verbatims which allowed later refinement by CHRR of the child health limitation codes in Section 2 of the Child Supplement and the HOME discipline responses from the Mother Supplement.

Four coders were given special training in the scoring of the story section (Part C) of the McCarthy Verbal Memory subtest in the Child Supplement. Using the circled concepts and added notations made by interviewers on the "idea sheet" (page CS-28), they scored the story, according to the McCarthy Manual, with the codes provided on the following page. While the Child Supplement was originally printed with space for interviewers to enter the total Part C score (Q.9 at the bottom of page CS-28), they were instructed to ignore this question and leave all scoring of the story to the central coding staff.

During the case edit, coders also flagged any missing or inconsistent data on critical items that were observed in the supplements. A description of the retrieval errors and the corresponding hardcopy questionnaire were forwarded to NORC's retrieval shop for further processing.

Data Retrieval

The need for retrievals on critical items in the Child data was quite low. Obviously children could not be recontacted to retrieve missing assessment responses and mothers could not be expected to supply information on isolated missing assessment items via telephone. NORC focused their retrieval efforts on missing or inconsistent child age and date of birth data, most of which they were able to resolve using in-house sources of information.

Data Entry

All information filled in by the interviewer was data entered exactly as it was found in the Child instruments. Ten percent of the cases were 100 percent verified, that is, data were double entered, compared, and checked against hard copy when discrepancies were found. A special program was run against entered data to: (1)

make valid value and range checks, (2) perform logic checks or simple arithmetic checks, (3) flag important missing items, and (4) avoid entry of skipped fields. These data quality checks helped to prevent the entry of invalid values and to identify earlier errors made by interviewers and/or coders.

3

NLSY MOTHER AND CHILD SAMPLES

This Section of the Handbook describes the sample of NLSY mothers and their children. Particular emphasis is given to sampling constraints imposed by respondent characteristics and attrition. The development of child sampling weights and their application are also discussed.

Sampling Constraints

Anyone using the NLSY child data needs to be cognizant of three sampling-related issues. First, between the 1979 and 1986 interview rounds, some of the children attrited from the sample because their mothers were attriters. These children are considered attriters *regardless of whether or not their mother left the sample before or after they were born*. In addition, there is a modest number of children of female respondents who were not tested (on one or more assessments) in 1986 even though their mothers were interviewed.[1]

Second, and of most fundamental importance, any researcher using this data set must be continually conscious of the fact the children are *not* representative of a full cross-section of American children. When appropriate weights are applied to the sample, the children are approximately typical of children who have been born to a nationally representative sample of American women who were twenty-one to twenty-eight years of age on January 1, 1986. Thus, they over-represent children who have been born to younger mothers, less educated mothers, and minority mothers. In an approximate sense, they are perhaps representative of the first 40 percent of childbearing to a reasonably contemporary cohort of American women. This assertion is only approximate because: (1) it is uncertain how many children these women will ultimately have, and (2) fertility preferences may change between this cohort of women and younger women approaching adulthood at the present time. Regarding the "representativeness" of these mothers (and children), with each successive survey round they become increasingly representative of a full cross-section of American mothers, since they will have completed increasingly larger proportions of their childbearing. Ultimately, if they were to continue to be interviewed until 2015, the children born would be fully representative of the children of *that cohort* of women, as the youngest woman in the cohort would have reached age fifty. Of course, by then, it could well be that the women and their children might be very atypical of what will then (in 2015) represent a typical American childbearing pattern!

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[1] Conversely, there are a handful of children - twelve - who were assessed even though their mothers were not interviewed!

The third major sampling issue to keep in mind is that unless one uses an appropriate population weight (available on the Merged Child-Mother File as C166.) the NLSY is not even representative of children who have been born to women aged twenty-one to twenty-eight. This is because the original sample included a significant over-representation of black, Hispanic and economically disadvantaged white women. Thus, unless an adjustment is made, the 1986 NLSY child sample includes a substantial over-representation of black, Hispanic and economically disadvantaged white children compared with what one would expect to find if one *randomly* sampled the children of a cross-section of American women between the ages of twenty-one and twenty-eight. Minority and disadvantaged women were deliberately over-sampled back in 1979 so that the overall NLSY sample would include sufficiently large numbers of all kinds of women so as to permit statistically reliable racial, ethnic and socioeconomic comparisons. Of course, the major significance of this for the child sample is that it contains relatively large numbers of black, Hispanic, economically disadvantaged white and other white children for careful in-depth analyses. This over-sampling, however, means that researchers who wish to make statements about these children implying representativeness of any kind should use the child sampling weight. Essentially, this weight adjusts the mix of children to make them a representative cross-section of children born to a nationally representative sample of American women age twenty-one to twenty-eight on January 1, 1986. It adjusts the sample cases both for the minority and disadvantaged white overrepresentation as well as for overall sample attrition between 1979 and 1986. The child sampling weight does *not* adjust for selective non-response on the various child assessments.

Sample Attrition

Table 2 highlights the patterning of maternal and child attrition between 1979 and 1986. In 1986, interviews were completed with 92.7 percent of the original 5828 civilian female respondents with only relatively modest differences in attrition between the various racial/ethnic groups. It should be noted that the original NLSY sample also included about 400 women who were in the military in 1979. This supplementary military sample was discontinued after the 1984 survey round.

Of the original 5828 women, 3053 were identified as having had a child by the 1986 survey. Of these 3053, 143 or less than 5 percent, attrited from the sample between 1979 and 1986 *after* they were known to have had a child. These 3053 mothers are known to have had 5466 children by 1986 and the 2910 mothers interviewed in 1986 have had 5236 children. Thus, the 143 mothers who are known to have left the sample had 230 children by the time they attrited. It should be noted that not only will some of these known mothers have had additional children after they left the sample but also, undoubtedly some of the 281 non-mothers who attrited prior to 1986 had children subsequent to leaving the sample. The sampling weight adjusts for both these kinds of attrition.

Finally, it should be noted that while the women (who were civilians in 1986) interviewed in 1986 had born 5236 children, only 4953 children were assessed. This assessment completion rate differs slightly between white, black and Hispanic children.[2] The sampling weight adjusts for assessment non-response. The sampling weight essentially adjusts upward the number of children who were assessed to the total number of children estimated to have been born to the original sample of 5828 women and redistributes the children (by race/ethnicity and social class) such that the sample of children properly represents children born to a representative sample of women twenty-one to twenty-eight years of age on January 1, 1986.

As noted, the sampling weight does not adjust for selective assessment non-completion. This modest assessment attrition is described in detail in Table 3, which shows the proportion of children available and eligible to take each assessment who actually completed and could be scored on the assessment. For example, it may be noted that, overall, 1780 children under the age of three were available (i.e. actually identified as having been born to a woman who was interviewed in 1986) for a HOME assessment, and 1704 or 95.7 percent have a score on this assessment. This completion rate varies across assessments and by race/ethnicity of the child. Because the sampling weight does not adjust for this differential attrition, it is possible that population estimates of numbers or distributions of children completing a particular assessment could be slightly inaccurate.

Whom Do the NLSY Mothers and Children Represent?

As previously emphasized, the NLSY sample includes (when weighted) a representative sample of American mothers twenty-one to twenty-eight years of age on January 1, 1986. The children of these women are representative of American children who have been born to such a sample of women. Thus, as will be demonstrated, the sample includes an over-representation of children born to younger mothers, less educated and disadvantaged mothers, and minority mothers. While the younger children in the sample will have been born to a fairly heterogeneous socioeconomic group of women, the older children will almost all have been born to younger, typically disadvantaged, mothers. For example, since the sample of mothers is essentially twenty-one to twenty-eight years of age, by definition, any child in the sample age nine or over would have been born to a woman less than twenty years of age. This is the major constraint to which any researcher needs to be sensitive. Many of the following tables will clarify these (and related) sample constraints. Table 4 includes a matrix which cross-classifies the age of all the children at the 1986 survey date by their mother's age at the time they were born. It may be seen from this Table, for example, that all 529 children age nine and over in 1986 (and most of the children age eight) were born to teenage mothers. Conversely, from the perspective of using the 1986 child assessment data, there are only small numbers of preschool age (under age five) children who have been born to women under the age of twenty; indeed, of the 1929 children who have been born to teenage mothers, only 461 are under the age of five.

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[2] The reader may note a modest difference between the 4971 children highlighted in some of these tables and the 4953 referred to in this table. The difference of 18 children represent children of a small number of women who were in the original military sample but who were retained in the "civilian" sample when the military sample was discontinued after the 1984 interview.

Nonetheless, acknowledging this important caveat, the researcher should be cognizant of the strengths of this data set; it fully represents adolescent childbearing for a contemporary representative cross-section of American women and their children. Secondly, it includes a very large sample of preschool and early school age children born to a nationally representative sample of women in their early and mid-twenties. In addition, as noted, with every passing survey year, the "representativeness" of the mothers and children increases.

Table 5 provides additional sample detail which will further clarify for the user certain sample strengths and limitations. This table cross-classifies the age of the mother when the child was born by the calendar year of the child's birth. A major strength of the NLSY is that from 1978 forward there is a great depth of personal and family information which has been gathered for these women and, to a lesser extent, their children. Thus, for example, if one wishes to examine in detail the employment or educational experiences of a woman in relation to her child's status, this can be done most effectively for the 1978-1986 period but more sporadically for calendar years prior to 1978 (detailed information is typically available from 1978 onwards because considerable detail is available for the year preceding the initial 1979 interview). In this regard, it may be noted from Table 6 that only 749 of the 5255 children interviewed in 1986 (or as may be seen in Table 9, 689 of the 4971 children assessed in 1986) were born prior to 1978. Thus, for the vast majority of children, those who were born since 1978, essentially continuous longitudinal records exist for their mothers and families for their whole lives. This sample of children includes reasonably large numbers born to mothers age seventeen and over. Conversely, the approximately 700 children born prior to 1978 are disproportionately children born to younger women. Thus, researchers wishing to focus in detail on the maternal and family behaviors of very young mothers *at or around the time of their child's birth* will, in some instances, have less comprehensive employment, education and family information available.

There are several overt implications of having a relatively youthful sample of mothers. As mentioned above, the sample of women with children by 1986 includes a disproportionate number of less educated women. Those who had children at the youngest ages, not surprisingly, possess the least education. As may be seen in Table 7, 35 percent of all the women who have had children by 1986 have completed less than twelve years of school compared with about 10 percent for the non-mothers. Blacks and whites are quite similar in this respect. The proportion who are high school dropouts are even higher for Hispanic women. In addition, the younger the age at the birth of a woman's first child, the greater the likelihood she will not have a high school degree.

Because the earliest childbearing women, who are the least educated, are more likely than other women to have repeated the childbearing process, the linkage between maternal age at birth of child and maternal education is even more pronounced when examined from a child's perspective. As may be seen in Table 8, a majority of children in the NLSY who have been born to teenage mothers have been born to mothers who have completed less than twelve years of school. For this reason, when using these data for analyses, care needs to be taken to control for education and other related socioeconomic factors. In part the disproportionate number of less educated mothers reflects the fact that the sample over selects on minority and economically disadvantaged mothers and children. However, the primary reason for the large proportion of children with less educated mothers reflects the reality of the sample. Any nationally representative sample of younger mothers will include a large proportion who are disadvantaged and less educated.

Parallelling these statistics by age of mother at the birth of the child are corresponding sample estimates which indicate maternal educational attainment in relation to the ages of the children in 1986, a particularly important attribute since it links directly with assessments the children were given in 1986. As may be seen in Table 9, the educational level of a child's mother becomes progressively lower as one moves from younger to older children in the NLSY sample in 1986. This, of course, largely reflects the fact that the oldest children, on average, were born to the youngest, and thus least educated, mothers. Parallel statistics focusing on the mother's AFQT score rather than education may be found in Table 10. Once again, while some of this pattern represents the over-representation of poor and minorities in the unweighted NLSY sample, most of this pattern reflects the fact that the sample of mothers does not fully represent American children or American childbearers -- but rather the earliest 40 percent of childbearing.

From an analytical perspective Table 11 synthesizes some of the major implications of the NLSY sampling constraints. When using the child assessment data for research one must be very careful when comparing child outcomes or even the determinants of child outcomes across children's ages. For example, to compare three and eight year olds with regard to their (standardized) PPVT-R score would be very risky. As may be seen from Table 12, the eight year olds were born to much younger mothers, have mothers with much less education, and have a somewhat different racial/ethnic make-up. When the sample is weighted, these differences are somewhat reduced, but most of the differences still remain. Any child comparison across age groups must be very carefully controlled so as to remove some of these differential influences. Even then, unmeasured differences between children at the different ages may still remain. In general, creating age groupings that are as contiguous as possible will improve the accuracy of cross-age comparisons (or groupings).

The Child Sampling Weights

The child sampling weights used in the 1986 survey of NLSY children are derived by adjusting the 1986 maternal weights for estimated differences in the probability that a child is "interviewed" in 1986. These weights alter the 1986 sample of NLSY children so as to be representative of the children of a nationally representative sample of women who are 21 to 28 years of age in 1986.

Because there were no appropriate externally available statistics for precisely estimating lifetime fertility for women with selected characteristics who were 21 to 28 years of age in 1986, it was necessary to develop indicators from the NLSY data set itself which permit one to estimate the relation between fertility and attrition. Essentially, this was done by comparing the completed fertility for women (by age and race) who attrited and who had not attrited at the various survey points prior to 1986. For example, we compared 1980 fertility for women who attrited between 1980 and 1981 with women who were still being interviewed in 1981, and so on, up through the 1986 survey round. Using this series of comparative completed fertility estimates, it was possible to develop reasonable estimates of the ratio of attriter to non-attriter fertility as of 1986.

Using these ratios, the number of children the full cohort of women would have had by 1986 could be estimated. This essentially provided an estimate of the number of children and a "completion rate" (by age of child, race and gender) for children who would have been born by the 1986 survey point. The mother's weight is then divided by this completion rate, and this is the weight for each child. If respondents had not attrited, the maternal weight (when applied to each child) would have equalled the child weight.

4

1986 NLSY CHILD DATA DESCRIPTION

The 1986 NLSY child assessment data are available from the CHRR in two forms. The Child Assessment Raw Item File includes all of the assessment material exactly as received from the data collection agency. The Merged Child-Mother File contains selected subsets of the child data including a number of constructed normed and non-normed scores in addition to a variety of maternal and family related information linked to each child.

The 1986 Child Assessment Raw Item File

The Child Assessment Raw Item File contains approximately 1,500 variables or item responses to the various assessment instruments. The 4971 cases on the file reflect only the children assessed in 1986. While the child is the unit of observation, identification numbers of both the child and mother are provided to facilitate linkage with the Merged Child-Mother Data File as well as with other NLSY files. The initial five digits of the first variable on the tape (the child ID in columns 1-7) comprise the mother identification code. Summary assessment scores based on the raw data do not appear on the Child Raw Item File but are provided on the Merged Child-Mother File described below.

The data on the 1986 Child Assessment Raw Item File appear on the tape exactly as collected by NORC and are not always consistent with the assessment data and scores on the Merged Child-Mother File. Data on this latter file have undergone a series of internal consistency checks whereas the data on the Raw Item File have not. Given the many currently undefined uses of the data, it was considered preferable to prepare one file of unchanged assessment data so that individual researchers could have the opportunity to alter the original data in a manner consistent with their needs. There are, however, eleven variables that have been cleaned and added to the end of each case on the Child Assessment Raw Item File: (1) month, day, and year of Mother Supplement assessment date, (2) month, day and year of Child Supplement assessment date, (3) month, day, and year of child date of birth,(4) child age in months at Child Supplement assessment date, and (5) child age in months at Mother Supplement assessment date.

Documentation provided when this file is ordered consists of a codebook that identifies each variable, its question number, and response frequencies as well as copies of the Child Supplement and Mother Supplement interview schedules. Those exploring the applicability of the 1986 child assessments for their research needs can order a Child Assessment Packet comprised of copies of the relevant interview schedules (the Mother and Child

Supplements as well as the main 1986 NLSY questionnaire). A more detailed discussion of the Child Documentation can be found in Section 7 of this Handbook.

The 1986 NLSY Merged Child-Mother Data File

The Merged Child-Mother File combines selected information on mothers and children from the 1979-86 NLSY surveys with the 1986 NLSY child assessment data. The unit of observation in the file is each of the 5,876 biological children ever born to the 3,322 women identified as mothers in the NLS Youth cohort at any survey point between 1979 and 1986. The child sample, when weighted, represents a cross section of children who have been born to a nationally representative sample of women aged 21-28 in 1986.[3]

The Merged data set, which contains approximately 3,400 variables, includes: (1) information on each *child's* family background, family employment and education history, household composition, prenatal and postnatal health care, child care experiences, and selected items and scores from the 1986 child assessment data; as well as (2) information on each *mother's* family of origin, marital history, income and earnings, household composition, health and deviance histories, and attitudes and aspirations. While some information is cross-sectional, many variables create a profile of the child at the date of each of the mother's interviews or at "key points" in the child's life. The following discussion outlines the major categories of variables which can be found in the Merged file. The numbers in parentheses indicate the range of Child reference numbers encompassed by each topic. These Child reference numbers, which appear in the Numeric Index of variables and the Merged Child Codebook, are discussed in greater detail in the section of this Handbook on Documentation.

Key Linkage Variables

(C100. - C138.). These items enable the user to connect the child-mother file with information attached to the mother on the main NLSY tape, the Workhistory tape, the Geocode tape, and the supplementary Fertility tape. These main Youth data files are described briefly in Section 6 and more fully discussed in the *NLS Handbook.*

The key identification codes (C100. - C116.) enable the user to link children with their mother, with other children on the child-mother or raw item files, and with other interviewed female relatives of the child's mother who are respondents on the main NLSY tape. The Child identification code (C100.) is a seven-digit code, unique to each child. The first five digits of the child ID are identical to the mother's ID (C101.). The final two digits, with a few exceptions, reflect the birth order of the child. For example, a child ID of "1267501" means that the child's mother's ID is "12675" and the child was assigned a 2-digit ID of "01" when the birth was first reported by the mother in her own main NLSY interview. While only a very small number of children were initially assigned 2-digit ID's out of birth order, users should rely on variable C155. as the most accurate indicator of birth sequence.

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[3] As a cautionary note to users focusing on outcomes other than the child assessment measurements, children not "interviewed" in 1986 are assigned "zero" for their child weight and thus would be dropped out of any weighted 1986 child analyses.

Due to the nature of the original sample design, the NLSY cohort contains multiple respondents from the same household and often from the same family unit. A subset of respondents related to the mothers of the children are identified by variables C108. - C116. on the merged child-mother tape. The ID's for these relatives of the mother were derived from information about other interviewed NLSY respondents contained in variables with reference numbers R1.50 - R1.61 on the NLS Youth main file. As may be seen in Table 12, there are 1395 children with at least one female relative (mother's sister, aunt, or cousin) who is also an NLSY respondent. Of these children, 940 have a least one relative who is an NLSY respondent and who also has children on the child-mother file. In addition, as already noted, many children have siblings who were also assessed. These children have the same mother ID embedded in their own child ID. That is, the first five digits of children who are siblings will be the same. More than 1500 women have at least two children in the NLSY, as may be noted in Table 13.

Mother interview dates (C117. - C133.10) and child ages at each survey date are also included. The user should note that children who were reported deceased or who were not yet born as of a certain interview date were assigned a value of -4 on variables C133.10 - C133.80, age of child at each interview date of mother. However, children deceased as of a particular interview date are *not* excluded from valid values on other similar variables such as C134. - C137., "Is Child Youngest as of the 1982-85 Date of Interview Date of Mother", or any mother-specific data (such as CPS information) tied to interview dates.

Child Background Characteristics

(C150. - C166.). Demographic items for each child include sex, race, date of birth, birth order, date(s) of 1986 assessment, age and grade at the time of the 1986 child assessment, and 1986 sampling weights for mothers and children. Also in this series is a created variable indicating the age of the child's mother at the time of the child's birth (C164.10).

Users should be aware that there are potentially two 1986 assessment dates for each child, one tied to the day the interviewer administered the Child Supplement (C156. - C158.) and one specific to the date the mother answered the questions in the Mother Supplement (C159. - C161.) For various reasons, some children had their Child Supplement administered on a date different from the day their mother filled out the Mother Supplement. For only a few cases did this difference in schedule result in a child age discrepancy of one month or more. Users controlling for age on specific assessments should choose the administration date appropriate for that test. This is expanded on in Section 5.

The mother's sampling weight for 1986 appears as C165. in the child-mother file documentation. Sampling weights are readjusted for noninterviews each survey year by NORC. For a discussion of the creation of these weights and their application in analysis, the user should consult the section on Survey Methodology in the current *NLS Handbook*. The NLSY Technical Sampling Report and Addendum contain details on the procedures used to select the original Youth samples and information on the weights and standard errors for each survey year. These two documents are available from the CHRR. The 1986 child sampling weight (C166.) is discussed at greater length in Section 3 of this handbook.

References.

Frankel, Martin R., Harold A. Williams, and Bruce D. Spencer. 1983. "National Longitudinal Survey of Labor Force Behavior, Technical Sampling Report." Chicago: University of Chicago, NORC, August.

"NLSY Technical Sampling Report Addendum: Standard Errors and Deft Factors for Rounds IV Through VIII." 1987. Columbus: The Ohio State University, Center for Human Resource Research, September.

Child's Parental Background & Environment

(C181. - C251.). Characteristics of the child's immediate family environment include mother's race or ethnicity, date of birth and age of mother and mother's spouse(s), age of mother at first birth (C183.1), a measure of maternal intelligence, mother's residence, religious preference and church attendance. The race/ethnicity variable referred to in C150. is based on the 3-category race/ethnicity of the mother which is a created variable on the NLS Youth main tape. This variable is a collapsed version of the more detailed categories in the original sampling type of the mother (C188.) that was coded on the householder's report during initial screening in the fall of 1978. The derivation of the variable that was used to create C150. is documented in the main NLSY codebook with the entry for variable R2147., "Racial/Ethnic Cohort from Screener 79 Int." This variable may differ from recodes based on self-reported ethnicity collected in the 1979 survey (C189.).

The Armed Forces Qualification Test (AFQT) intelligence measure (C217.) was derived from the mother's Profile scores on the Armed Services Vocational Aptitude Battery (ASVAB), administered to NLSY respondents in 1980. The AFQT score is used to determine trainability and general aptitude for enlistment in the Armed Forces. It is computed by summing the raw scores for the following sections of the ASVAB: Section 2 - Arithmetic Reasoning, Section 3 - Word Knowledge, Section 4 - Paragraph Comprehension and one half of the score from Section 5 - Numerical Operations. The NLSY main tape contains thirty-three PROFILES variables including raw scores, scale scores, and standard errors for each of the subtests, testing sampling weight, test disposition, and high school graduate status at time of testing. The merged Child-Mother tape, however, provides only the composite AFQT score mentioned above and scale scores for the individual sections of the total battery (see C207. - C216.). NLSY Attachment 106 provides general information on the Profiles of American Youth study, technical information on the ASVAB scale scores, an annotated bibliography of publications, and an example of the test scores report. The 1988 *NLS Handbook* also describes the ASVAB data in greater detail.

The religious denomination categories used to code the 1979 religion of mother (C190., C191.) and the 1982 religion variables (C222. - C224.) are listed in NLSY Attachment 103 (available from CHRR).

The derivation of the original variable describing maternal region of residence at each interview date (see C194., C200., C206., C227., C233., C239., C245., C251.) can be found in the main NLSY codebook with the entry for R2164., "Region of Current Residence 1979." Essentially, these variable definitions parallel those used by the U.S. Bureau of the Census.

References.

Bock, R. Darrell and Robert J. Mislevy. 1981. The Profile of American Youth: Data Quality Analysis of the Armed Services Vocational Aptitude Battery. Chicago: NORC, August.

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Department of Defense. 1982. Profile of American Youth: 1980 Nationwide Administration of the Armed Services Vocational Aptitude Battery. Washington, D.C.: Office of the Assistant Secretary of Defense, March. Also available from CHRR as NLSY Attachment 106.

"Inconsistencies in Age at 1st, 2nd, and 3rd Births on the 1986 Supplemental Fertility File." 1988. Columbus: The Ohio State University, Center for Human Resource Research.

Frankel, Martin R. and Harold A. McWilliams. 1981. "The Profile of American Youth: Technical Sampling Report." Chicago: NORC.

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Child Sibling Information

(C252. - C281.). The sex and date of birth of each child's siblings as well as spacing in months between births are provided. Note that one set of spacing variables is provided for all children as of the 1986 interview date of the mother, not as of each interview date. Missing values for the spacing variables (C256., C261., C266., C271., C276.) differ from those assigned to most other variables in the file. Since each spacing variable is linked to the birth of a particular child, computation of the number of months between one child's birth and a younger sibling results in negative values. Therefore, -1000 is used for children of mothers not interviewed in 1986, -999 for cases with missing date information, and -997 for children with no relevant sibling. Spacing information for children of mothers not interviewed in 1986 is available on the main NLSY data file.

Background of Maternal Family of Origin

(C301. - C369.). These variables describe the ethnicity, education, prior employment, religious background, and residence of the mother's family of origin. Most of this information comes from the 1979 and 1980 interviews.

The codes used to describe the occupations of mother's family of origin (C316., C318., C329., C339.) are defined in NLSY Attachment 3, Industry and Occupation Codes. This compilation includes (1) the 3-digit 1970 Census classifications used to code job and training information as well as occupational aspiration information from the 1979-87 questionnaires and employer supplements, and (2) the 3-digit 1980 Census codes which have been used, beginning with the 1982 survey, to classify the main respondents' most current or most recent job.

Users interested in a detailed breakdown of the religion in which the mother was raised (C354.) should consult Attachment 103 for definitions of the 3-digit codes. An abbreviated version of this information collapsed into nine categories is provided in C353.

References.

U.S. Bureau of the Census. 1971. 1970 Census of Population Alphabetical Index of Industries and Occupations. Washington, D.C.: U.S. Government Printing Office.

U.S. Bureau of the Census. 1981. 1980 Census of Population Alphabetical Index of Industries and Occupations. Washington, D.C.: U.S. Government Printing Office.

Maternal Marital History

(C400. - C448.). Key variables on the mother's marital status at each interview date are provided as well as month and year of the beginning and end of first and second marriages. These variables enable the user to determine if the child's mother was ever married or ever divorced as well as the status and the number of mother's marriages at key points in the child's life. In addition, variables C3200. - C3313. profile the date and type of up to three marital status transitions reported (since the preceding survey date) at each of the mother's survey dates. Finally, variables which are referenced by C3350. through C3392. describe the educational, occupational, religious, marital and health background of spouses of the child's mother as of the 1982 interview with the mother. This detailed information was collected only in that survey round.

References.

"Inconsistencies in the NLSY Marital History Data - 1986 Supplemental Fertility File." 1988. Columbus: The Ohio State University, Center for Human Resource Research.

Income & Earnings of Mother and Her Spouse

(C470. - C600.). These variables summarize total income, earnings, and benefits received by the mother, her spouse, and family at each interview date. In addition to information on AFDC, child support, food stamps and welfare payments, there is an indicator of family poverty status for each survey year. Earnings were computed by adding all amounts from wages (including military), salary, commissions, and tips. Income combines earnings and any income from farm or nonfarm business, partnership or professional practice with various sources of unearned income. In 1979, respondents under age 18 who were unmarried, not in college and living with parents, were asked to report the following income components as a lump sum: farm, nonfarm business, savings, unemployment insurance and Supplemental Security Income (SSI). From 1980-1982 all respondents were asked about farm or nonfarm business income and savings as a single amount. Following that year, farm and nonfarm business income was reported as a lump sum but all other income components were listed separately. No question about veterans benefits was included in the 1979 schedule. In 1979 and 1980, alimony and child support were reported as a lump sum but broken out separately in subsequent interviews years.

To insure respondent confidentiality, income variables on the NLSY main file with values that exceed particular limits are truncated. Income variables on the Merged Child-Mother reflect these imposed ceilings. For survey years 1979 through 1984, the upper limit on income variables was $75,000, and any amounts exceeding $75,000 were converted to $75,001. For surveys after 1984, the upper limit on income amounts was increased to $100,000 due to inflation and the advancing age of the cohort, and amounts exceeding $100,000 were converted to $100,001.

Users interested in the precise derivation of the series of variables on Total Net Family Income and Family Poverty Status should consult NLSY Appendix 2 (available from CHRR) which provides the code used to create the key income variable for each survey year for the main NLSY file. Since Family Poverty Status for the year prior to the 1979 interview is not available on the NLSY main file, it does not appear on merged child-mother file. It should be noted that the key income variables have relatively high non-response rates reflecting the fact that if any of the income components were not reported on, the overall key variable could not be determined.

Maternal CPS (Current Population Survey) Employment Information

(C627. - C923.). "CPS" characteristics follow the definitions utilized by the U.S. Department of Labor in their monthly employment and unemployment data collection effort - the Current Population Survey. These variables from the Current Population Survey (CPS) section of the NLSY main questionnaire establish current labor force status, i.e. activity during most of the survey week. The following CPS characteristics for each survey week are provided: employment status, hours worked for current/most recent job, occupation, industry, wages, benefits, and tenure. Job search behavior for those unemployed and reasons for not seeking employment for those out of the labor force are provided for all survey years 1979-1986. A series of detailed maternal job characteristics are available only for 1979 and 1982.

The variables in this series referred to as Employment Status Recodes at each interview date are measures of main labor force activity during the survey week and follow official government definitions. NLSY Appendix 1 contains the program statements used each year to create this variable for the NLSY main tape.

As mentioned above in the section on maternal family of origin, the codes used to describe occupation are defined in NLSY Attachment 3, Industry and Occupation Codes. The 3-digit 1970 Census classifications were used to code respondent job information from 1979 to 1981. Beginning with the 1982 survey, 3-digit 1980 Census codes were used to classify a main respondent's most current or most recent job.

The Duncan Index (see C631. etc.) that accompanies the mother's CPS occupation code is a socioeconomic index of occupational status designed to give near optimal reproduction of a set of prestige ratings. All census occupations were assigned scores on the basis of their education and income distributions. The scores may be interpreted either as estimates of prestige ratings or simply as values on a scale of occupational socioeconomic status. The scale of 2-digit values ranges from 0 to 96. Campbell and Parker (1983) describe the Duncan SEI as "a measure designed to provide an optimally weighted composite to occupation-specific income and education such that it correlates maximally with independently obtained measures of occupational prestige. Since Duncan developed the original measure it has been updated using information from the 1970 Census and Siegel's update and extension of the North-Hatt prestige scores (Hauser and Featherman, Appendix B)." ... "The SEI was developed in order to get a single score for all occupations when the computational limits of social research made such a score highly desirable."

The Maternal Job Characteristics variables (C902. - C923.) in this series are based on perceived job characteristics developed by Sims, Szilagyi, and Keller. The Job Characteristics Index (JCI) is an extension of the work first begun by Turner and Lawrence in 1965, which was preceded by an instrument developed by Hackman and

Oldham using what is known as the Job Diagnostic Survey (JDS). Both scales measure job complexity. For details on the text of the NLSY main survey questions that comprise the shortened JCI, consult NLSY Appendix 4 - Job Characteristics Index 1979 and 1982 (available from CHRR).

References.

Blau, Peter and Otis D. Duncan. 1967. The American Occupational Structure. New York: John Wiley.

Campbell, Richard T. and Robert Nash Parker. 1983. "Substantive and Statistical Considerations in the Interpretation of Multiple Measures of SES." Social Forces, Vol. 62, No. 2 (December), 450-466.

Duncan, Otis D. 1961a. "A Socioeconomic Index for All Occupations." In Albert J. Reiss, Jr., O.D. Duncan, P.K. Hatt, and C.C. North, Occupations and Social Status. New York: Free Press of Glencoe, pp. 109-138.

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Dunham, Randall B., Ramon Aldag. and Arthur P. Frief. 1977. "Dimensionality of Task Design as Measured by the Job Diagnostic Survey." Academy of Management Journal 20, 2 (June): 209-223.

Hackman, J.R. and J.R. Oldham. 1975. "Development of the Job Diagnostic Survey." Journal of Applied Psychology 60: 159-170.

Hauser, R.M. and D.L. Featherman. 1977. The Process of Stratification: Trends and Analyses. New York: Academic Press.

Pierce, Jon L. and Randall B. Dunham. 1978. "The Measurement of Perceived Job Characteristics: The Job Diagnostic Survey vs. the Job Characteristics Inventory." Academy of Management Journal 21, 1 (March): 123-128.

Sims, Henry R., Andrew Szilagyi, and Robert Keller. 1976. "The Measurement of Job Characteristics." Academy of Management Journal 26, 2 (June): 195-212.

Turner, A.N. and P.R. Lawrence. 1965. Industrial Jobs and the Workers: An Investigation of Responses to Task Attributes. Boston: Harvard University Press.

Child's Family Employment History

(C455. - C1371.). Created primarily from the NLS main Youth Work History tape, these variables describe the mother's employment activity beginning one year prior to a child's date of birth and ending with the 1986 interview date. The NLSY Work History data file provides a week-by-week longitudinal work record of the labor force attachment of each NLSY respondent from January 1, 1978 through the current survey date. Designed to be used primarily in conjunction with the main NLSY data files, the Work History data tape contains approximately 5,600 variables organized around three primary week-by-week arrays: (1) "A" Array: Labor Force/Military Status Each Week Beginning January 1, 1978; (2) "HOUR" Array: Usual Hours Worked per Week at all Jobs Beginning January 1, 1978; and (3) "DUALJOB" Array: Job Numbers for Respondents Who Worked at More than One Job in Any Week Beginning January 1, 1978. Other variables on the tape include: (1) job-specific information for up to five jobs for each interview year, (2) active military service information, (3) key employment variables for last calendar year and since last interview, and (3) respondent information such as identification code, sampling information, birth dates, and interview dates. Because the Work History data was revised in 1988, current versions may not match data in the Child-Mother file. Any differences will be minor. The employment variables on the Merged Child-Mother file represent a subset of the total Work History file.

The following variables were extracted from the Work History file and included for each quarter (13-week interval) in the *child's* life: weeks and hours worked, number of jobs held, occupation, industry, whether wages are set by collective bargaining and whether job is government sponsored. The first five variables in the quarterly series refer to all jobs held by a mother, and the next twelve variables provide details on the duration and nature of the "main" job in each quarter, defined as the job at which the mother worked the most hours.

Only the 13-week intervals of a child's life that are complete within the 1/1/78 to 1986 interview date time frame received valid values. For example, children born prior to 1/1/78 were assigned missing values (-4) for all quarters that precede or overlap that date. Children born prior to 1/1/78 can be identified by their value of "0" on C924. on, "Week # of Date of Birth of Child from 1/1/78 to 1986 Interview Date of Mother." Variables related to any quarter that was not complete as of (or followed) the mother's 1986 interview date are also assigned missing values.

Users should note that the NLSY main questionnaire defines respondents who are on vacation, on sick leave, on unpaid leave of less than one month, or on maternity leave of less than 90 days as still attached to an employer. Therefore, a mother with this kind of status would be considered working, even though she was on leave around the time of the birth of a child. For example, such a profile of continuous employment would show up as a "0" (i.e. continuous employment until the birth) or a very low value for variables C925. and C926., which describe the mother's work status before and after a child's birth even though the woman may not have actually been on the job the whole time. *Researchers cannot use these variables for the period close to the birth if their actual concern is real hours of employment immediately before or after the birth.* However, this caveat applies principally to the last quarter before the birth and the first quarter after a birth.

Documentation for the complete NLSY Work History data tape includes: (1) a description of and codes for each variable on the workhistory data tape; (2) a discussion of the PL/I program logic and procedures; (3) a listing of the PL/I program that created the tape; (4) the tape record layout and condescriptives; (5) format specification; and (6) a listing of the variable locations on the 1979-1987 private tape at the Center, with corresponding public reference numbers, file names, and question numbers which will assist the user in identifying the variables used in the Work History program. Users interested in this documentation should consult the section on Special NLSY main file Documentation in the *NLS Handbook*.

Family Education & Competence

(C1400. - C1550.). This series of variables describes the educational background of the child's parents and other adult members of the household at each of the mother's interview dates. Included are maternal enrollment status at survey date and highest grade completed by the mother, her spouse or partner, and other adults in the household at each date of interview.

Selected information on mother's high school absences, class rank and size, and test scores (C1448. - C1465.) were taken from the NLSY High School and Transcript Surveys. Designed to supplement both subjective respondent information on educational experiences from the main survey as well as data from the transcript survey (described below), the 1979 survey of the last secondary school attended gathered information on: each school's grading system, course offerings, dropout rate, student body composition, faculty characteristics and qualifications, as well as respondent scores from a variety of intelligence and aptitude tests such as the Differential Aptitude Test, Stanford-Binet, and Wechsler Intelligence Scale. The 96 variables from this school survey are located within the SCHLSURV file on the NLSY main tape. Beginning in 1980, transcript information was collected for civilian NLSY respondents who were expected to complete high school. Data collected included high school course titles, course descriptions, and final grades for up to 64 courses taken by each surveyed respondent. By the end of the 1983 round, transcript data had been obtained for 77 percent of the NLSY civilian respondents. The differential response rate from item to item on this file was, however, considerable *with only modest percentages, for example, providing test score information*. The full series of 320 transcript variables can be found within the TRANSURV file on the main NLSY tape.

Additional information on both the school and transcript surveys is provided in the NLSY main file documentation item "High School Transcript Survey: Overview and Codebook" which contains background information, copies of the survey instruments, a codebook, and bibliography of resource materials.

References.

NORC. 1980. "The School and Transcript Surveys: Technical Report." Columbus: The Ohio State University, National Center for Research in Vocational Education, October.

NORC. 1982. "Transcripts II: Technical Report." Columbus: The Ohio State University, National Center for Research in Vocational Education.

NORC. 1984. "Transcripts III: Technical Report." Columbus: The Ohio Sate University, National Center for Research in Vocational Education.

Maternal Household Composition

(C1570. - C1882.). These variables describe the composition of the mother's household at the time of each interview. Variables include number of family members, family units, children and adults present at date of interview. There are also indicators of whether a spouse, partner, mother or father of the child's mother is present as well as the age of each household member under age eighteen. As this information is provided for all survey dates, some variables describe the composition of the mother's household *prior* to the birth of a particular child. Variables referring to whether a spouse is present in the household (C1570., C1611., C1652., C1697., C1738., C1783., C1820., C1857.) are based strictly on the NLSY main household record, not on the marital section of the main questionnaire. The "0" or "no" category for the "spouse present" variables in this series includes responses from both ever married and never married mothers.

Child Residence

(C1940. - C1947.). These variables describe the usual living arrangement of the child at each of the mother's interview dates, i.e., whether child resides with the mother, father or elsewhere. For the years 1979-1981, 1983, and 1985 these variables are constructed from information in the household record which simply indicates whether or not a particular family member is present. Child residence for years 1982, 1984 and 1986 come from the Fertility section of the NLSY main questionnaire. These latter variables provide greater detail on the residence of children not living with their mother. Note that for years 1982-1985, the responses "child lives part time with mother and part time with father or other person" were not available to respondents asked "Where does this child usually live?" In addition, reference numbers C3400. through C3414. define variables which identify for the 1984 through 1986 surveys, for children living with their mother, whether the child's father is alive, whether he is present in the household, and if not, the degree of contact the child has with him.

Child Care

(C1950. - C1996.50 and C3500. - C3678.). The mother-report from the 1986 survey provides the types of current child care arrangements used for each child in the household, the overall family expenditure for current care, and a retrospective of child care experiences during first 3 years of life for all children (of at least 1 year of age) born to the respondent. These are identified by C1950. through C1996.50.

Other childcare information is taken directly from the 1984 and 1985 NLSY main surveys. The variables describe childcare arrangements used in the past four weeks for the youngest child by parents who were either employed, in school, or in training at the survey date. Location and type of primary and secondary care, hours of use, nature of payment and grandmother utilization are reported in 1984. Location, type, payment, detail on group arrangements, and hypothetical care are available for 1985. In both years, limited information on location and type of care are reported by respondents who are not currently employed but who have an employed spouse. *The retrospective information collected in 1986 and the current childcare information collected between 1984 and 1985 relate to different universes of children and utilize different childcare definitions.* These distinctions are clarified further in Table 14. Additional childcare information was also collected in the 1982 and 1983 NLSY surveys. These data are not included in the merged child-mother file but can be found on the NLSY main survey file.

Maternal Health History

(C2000. - C2057.). These items indicate, as of each survey date, whether the mother has any health conditions that affect her current employment or ability to work. Included are the dates for calculating the duration of limitations on mother's activity. This series of variables also describes maternal hair and eye color (C2040., C2041.), height at various surveys (C2044. - C2047.), weight at various surveys (C2048. - C2051.), date and age at menarche (C2052. - C2054.), date and age at first intercourse (C2055. - C2057.), and self reports of shyness (C2042., C2043.).

The four reports of mother's height are based on reports from the 1981, 1982, 1985, and 1986 Health Section of the main questionnaire. The first report of mother's weight was obtained in 1981, and then again in the 1982, 1983, and 1985 main interview schedules. In addition, a mother's weight at the beginning and end of each pregnancy are also included (C2070.94. through C2070.96.). The menarche and sexual activity variables were constructed from data collected in 1983, 1984, and 1985. Respondents who had experienced intercourse (or menarche) were asked the age at which the event occurred. The interviewer then combined this age information with the mother's birthdate to compute the year in which the event took place. The respondent was then supplied with the year and then asked for the month of occurrence. Users interested in the precise protocol of these questions should consult the Fertility Sections of the appropriate NLSY main questionnaires. The two shyness reports, one retrospective question about shyness at age 6 and the other as an adult, were obtained in 1985. They are constructed as a four-point scale, from extremely shy (1) to extremely outgoing (4).

Child Prenatal Health History

(C2070.10 - C2070.96). Information about mother's health and prenatal care during the pregnancy leading to the child's birth is provided. Variables include degree of alcohol use, smoking, exposure to x-rays, prenatal visits, mother's weight at the beginning and end of the pregnancy (as well as weight gain), and use of sonograms, amniocentesis, and dietary supplements during pregnancy.

The notes for the prenatal care entries in the 1986 Child-Mother Codebook refer only to the 1984 prenatal care reference numbers from the NLSY main file. This set of reference numbers does not represent the sole source of inputs but rather illustrates the *types* of variables extracted from the mother's 1983-1986 longitudinal record to construct each child's prenatal history. For example, only prenatal care information for the child who was the youngest child as of the 1983 interview was actually reported in that year. In 1984, 1985 and 1986 women were asked about all pregnancies that occurred since the last interview date. In addition, prenatal care for children born prior to 1983 who were not the youngest in 1983 was retrospectively asked in 1986. The x-ray questions (C2070.23 - C2070.27), however, were not asked in the 1986 retrospective prenatal health section or in the 1986 prenatal health update (see pages 10-99 to 10-104 and pages 10-116 to 10-118 of Section 10: Fertility, 1986 NLSY main Survey Questionnaire). In addition, sonogram, amniocentesis, and diet questions (C2070.28 - C2070.93) were not asked in the 1986 prenatal health update (see pages 10-116 to 10-118 of Section 10: Fertility, NLSY main file Survey Questionnaire, 1986). Users should consult specific main questionnaires to better understand which year yielded information for a specific universe of children.

Child Postnatal Health History

(C2076. - C2155.70). Information on gestation, birth weight, infant feeding practices, illnesses and well baby care during the period immediately following birth through the first year of life were taken from the mother's longitudinal record and attached to each child.

Only the 1984 NLSY main file reference numbers are noted in the 1986 Child-Mother documentation for postnatal care variables. As mentioned above in the discussion of prenatal care information, these codebook notes illustrate the types of inputs that were drawn from the mother reports of postnatal care in the 1983-1986 interviews for all children. Again, users should review the Fertility Section of the main questionnaire for each of these years to see when certain questions were asked for specific children of specific ages. For example, while birth weight was reported in 1983 for all children born as of that date, certain feeding questions were applicable only to a subset of children. Feeding questions about solid foods which may have been inappropriate for an infant in 1983, for example, were updated in 1984 or 1985, depending on the developmental stage of the child at each interview date. Users should note that only the subset of immunization questions most comparable across survey years was included in the Merged Child-Mother file. Also, unlike the child illness questions in the

1984-1986 interview schedules, in 1983 illnesses experienced by the youngest child in the first year were only coded if the child had been hospitalized (see Section 10, Q. 40A and B, pages 10-105 of the 1983 NLSY main questionnaire).

Maternal Deviance History

(C2161. - C2392.). This category refers to mother's self-reports of drug use, delinquency, and police contacts from the 1980 survey, substance use and its impact on work from the 1984 schedule, and self-reports of alcohol use from the 1982-85 schedules.

The 1980 NLSY survey contained a special self-report index on respondents' participation in and income from such delinquent and criminal activities as skipping school, alcohol/marijuana use, vandalism, shoplifting, drug dealing, robbery, assault, or gambling during the previous twelve month period. Adapted from previously used self-report delinquency scales, the instrument utilized an expanded response scale to differentiate very highly delinquent youth from occasional participants. A second set of questions measured involvement with the criminal justice system by assessing the extent of police contacts, resulting criminal convictions and sentences (probation, incarceration) received. Nearly all of the 71 variables on illegal activities that are found on the main NLSY tape were extracted and included on the child file. Sections 15 and 16 of the 1980 NLSY main questionnaire and the accompanying confidential "Form J" contain the delinquency and police contact questions. Crowley (1981, 1982) presents various tabulations of these data by sex, race, education and poverty status. Appendices within both reports discuss the development of the index, the specific procedures used to administer the confidential form, issues intrinsic in measuring delinquent behavior and criminal activity, and the consistency of responses to the various delinquency and police contact measures.

The 1982-1985 NLSY main surveys include questions which focus on the development of drinking patterns, consumption of various alcoholic beverages, and the impact of alcohol use on school work and/or job behavior. The complete set of alcohol questions were included on the merged child file (C2192. - C2264., C2355. - C2392. in the child documentation).

In addition, an extensive set of questions on substance use was included in the 1984 main survey. Information was collected on respondents' use of cigarettes and marijuana, as well as illicit and non-prescribed use of amphetamines, barbiturates, tranquilizers, and other drugs. Questions included monthly use of marijuana over the years 1979-1984, lifetime use of marijuana and other illicit drugs, age at first use, and substance abuse on the job. These variables appear as C2265. - C2354. on the merged child file. Some evaluation research on these data, carried out by Mensch and Kandel (1988), suggests some under-reporting, primarily by marginal substance users.

References.

Crowley, Joan E. 1981. "Crime and Delinquency: Descriptions and Distributions". In Pathways to the Future: A Longitudinal Study of Young Americans. Preliminary Report on the 1980 Survey, Michael E. Borus, ed. Columbus: The Ohio State University, Center for Human Resource Research, December.

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Mensch, Barbara S. and Denise B. Kandel. 1988. "Underreporting of Substance Use in a National Longitudinal Youth Cohort: Individual and Interviewer Effects." Public Opinion Quarterly 52, 1 (Spring): 100-124.

Maternal Attitudes, Expectations, Aspirations

(C2401. - C2577.). This group of variables includes maternal birth expectations at selected interview dates, knowledge of the world of work in 1979, influence of a significant other on future decisions in 1979, career aspirations, a 4-item subset from the Rotter Scale of locus of control in 1979, the Rosenberg self-esteem scale in 1980, attitudes toward work and school in 1979, women's roles items in 1979 and 1982, and global measures of job satisfaction for all survey years.

The "On Significant Others" section of the 1979 NLSY main questionnaire is the source of the discrete set of nine variables dealing with the attitude of the most influential person in each respondent's life toward certain key career, occupational, residence, and childbearing decisions (C2348. - C2446.). These variables are available for women who were between the ages of 14 and 17 in 1979.

The Rotter Internal-External Locus of Control scale in the 1979 NLSY survey is a 4-item abbreviated version of a 23-item forced choice questionnaire adapted from the 60-item Rotter Adult I-E scale developed by Rotter in 1966. The scale was designed to measure the extent to which individuals believe they have control over their lives through self-motivation or self-determination (internal control) as opposed to the extent that the environment (i.e., chance, fate, luck) controls their lives (external control). The locus of control construct is formulated within the framework of social learning theory. The scale is scored in the external direction, that is, the higher the score, the more external the individual.

In order to score the Rotter scale in the NLSY, one has to generate a 4-point scale for each of the paired items and then sum the scores. For example, the first pair has the following two statements:

1. What happens to me is my own doing. (internal control item)
2. Sometimes I feel that I don't have enough control over the direction my life is taking. (external control item)

Respondents were asked to select one of each of the paired statements and decide if the selected statement was much closer or slightly closer to their opinion of themselves.

The following describes how the scale is constructed:

Internal Control Item		External Control Item	
Much Closer	Slightly Closer	Slightly Closer	Much Closer
1	2	3	4

Each of the 4-paired items is constructed in the same manner as the above example. The values for each item are then summed. Using the above example, the maximum possible score is 16, indicating high external control. The minimum possible score is 4, indicating high internal control.

The summed score on the NLSY abbreviated version correlates well with self-esteem, education, and social class, but the internal consistency of the scale is quite low for the whole Youth cohort (alpha: .36). Separate estimates by race and sex do not yield significantly higher reliability estimates.

References.

Boor, M. 1974. "Dimensions of Internal-External Control and Marital Status, sex, age, and college class." Journal of Social Psychology, 94: 145-146.

Cherlin, A. and L.B. Bourque. 1974. "Dimensionality and Reliability of the Rotter I-E Scale." Sociometry, 37: 565-582.

Doherty, William and Cynthia Baldwin. 1985. "Shifts and Stability in Locus of Control During the 1970s: Divergence of the Sexes." Journal of Personality and Social Psychology, 48, 4: 1048-1053.

Lefcourt, Herbert M. 1976. Locus of Control: Current Trends in Theory and Research. Hillsdale, New Jersey: Lawrence Erlbaum Associates.

Rotter, Julian B. 1966. "Generalized Expectancies for Internal Versus External Control of Reinforcement." Psychological Monographs General and Applied, 80 (1, Whole No. 609).

__________. 1975. "Some Problems and Misconceptions Related to the Construct of Internal versus External Control of Reinforcement." Journal of Consulting and Clinical Psychology, 43: 56-67.

Watson, Jane M. 1981. "A Note on the Dimensionality of the Rotter Locus of Control Scale." Australian Journal of Psychology, 33, 3: 319-330.

Rosenberg's (1965) 10-item scale was included in the 1980 NLSY main survey to measure respondent's self-esteem. The Rosenberg self-esteem scale was designed to measure the self evaluation that an individual makes and customarily maintains. It describes a degree of approval or disapproval toward oneself (Rosenberg, 1965, p. 5). The scale is short, widely used, and has accumulated evidence of validity and reliability. It contains ten statements of self approval and disapproval with which respondents are asked to strongly agree, agree, disagree or strongly disagree. It can be scored either as a Guttman scale or according to a Likert format. Items A, B, D, F, G (below) need to be reversed prior to scoring in order for a higher score to designate higher self-esteem. The NLSY 1980 version of the Rosenberg was administered as follows:

Interviewer to respondent: "Now I'm going to read a list of opinions people have about themselves." (HAND CARD T) "After I read each one I want you to tell me how much you agree or disagree with these opinions. (First/next) (READ STATEMENT) Do you strongly agree, agree, disagree, or strongly disagree with this opinion?

		Strongly Agree	Agree	Disagree Disagree	Strongly
A.	I feel that I'm a person of worth, at least on an equal basis with others.	1	2	3	4
B.	I feel that I have a number of good qualities.	1	2	3	4
C.	All in all, I am inclined to feel that I am a failure.	1	2	3	4
D.	I am able to do things as well as most other people.	1	2	3	4
E.	I feel I do not have much to be be proud of.	1	2	3	4
F.	I take a positive attitude toward myself.	1	2	3	4
G.	On the whole, I am satisfied with myself.	1	2	3	4
H.	I wish I could have more respect for myself.	1	2	3	4
I.	I certainly feel useless at times.	1	2	3	4
J.	At times I think I am no good at all.	1	2	3	4

References.

Rosenberg, Morris. 1965. Society and the Adolescent Self-Image. Princeton: Princeton University Press.

__________. 1986. Conceiving the Self. NY: Basic Books, Orig. Ed. 1979. Melbourne, Florida: Krieger Publishing Co., Inc., Reprint.

Wylie, Ruth C. 1979. The Self-Concept Volume 2: Theory and Research on Selected Topics. Lincoln, Nebraska: University of Nebraska Press.

__________. 1974. The Self-Concept Volume 1: A Review of Methodological Considerations and Measuring Instruments. Lincoln, Nebraska, University of Nebraska Press.

The 1979 and 1982 NLSY interview schedules included eight attitude items on various dimensions of women's roles. The 5-point items were chosen partly because they had appeared in the original (1960s) NLS younger cohorts and because they have been frequently used and cited in the literature (Mason, et al., 1973, 1975, 1976). Most of the items focus on women's employment. Analysis of single item distributions in the NLSY data indicates that, while most youth exhibited generally nontraditional orientations towards women's roles, there were significant differences in attitudes by race, level of educational expectations, and by their fertility expectations (Mott, 1984). When the items were collapsed into a single scale ranging from 8 to 40, there were persistent differentials in response congruence by age and race.

Research conducted in 1981 on the 1979 NLSY data used an index based on the sum of the responses to the following five of the eight items:

(1) A woman's place is in the home, not in the office or shop,

(2) A wife who carries out her full family responsibilities doesn't have time for outside employment,

(3) The employment of wives leads to more juvenile delinquency,

(4) It is much better for everyone concerned if the man is the achiever outside the home and the woman takes care of the family,

(5) Women are much happier if they stay at home and take care of their children.

Inspection of factor analyses and inter-item correlations showed that the five selected items all correlated well with each other, while the remaining three items were unrelated. Items were rated on a four point scale ranging from strongly agree to strongly disagree, and were summed to form an index ranging in value from 5 to 20 with higher scores indicating more traditional attitudes. Essentially, each of the selected items deals with the conflict between work outside the home and the successful fulfillment of the family roles which women have traditionally held. Inter-item correlations range from .40 to .56. The total five-item scale yields a reliability coefficient of .74. For more detail on the development, measurement properties, and correlates of the traditionality scale in the NLSY data, see Shapiro and Crowley, 1981.

Additional analyses at CHRR used a scale composed of four of the eight items to construct a measure of individuals' sex-role attitudes regarding wives' employment and household responsibilities (Mott, 1984). Selection of the items was based on an initial factor analysis of six employment related women's roles questions appearing on the 1979 NLSY main Survey. A single factor was identified by using principal factoring with iterations. The rotated varimax solution revealed that the four items subsequently scaled loaded reasonably well on this one dimension (.72, .62, .70, .62). Chronbach's reliability α was .765 for the four selected items. Questions were scored from 1-4 (don't knows excluded) and coded so that lower scores reflected more traditional attitudes and higher scores represented more modern or egalitarian types of responses. The items were then summed to create a scale having a theoretical range of 4-16. Listwise deletion was employed in calculating scale values for individual respondents. The scale had a mean of 11.07 and standard deviation equal to 2.42.

References.

Mason, Karen Oppenheim with Daniel R. Denison and Anita J. Schacht. 1975. "Sex-Role Attitude Items and Scales from U.S. Sample Surveys." DHEW Publication No. (ADM) 75-248. Washington, D.C.: U.S. Department of Health, Education and Welfare; Public Health Service; Alcohol, Drug Abuse, and Mental Health Administration.

Mott, Frank L. 1984. "The Patterning of Female Teenage Sexual Behaviors and Attitudes." Revised version of a paper presented at the 1983 Annual Meeting of the American Public Health Association, Dallas, Texas. Columbus: The Ohio State University, Center for Human Resource Research, January.

Mott, Frank L. and Susan H. Mott. 1984. "Prospective Life Style Congruence Among American Adolescents: Variations in the Association Between Fertility Expectations and Ideas Regarding Women's Roles." Social Forces. 63: 1(September), 184-208.

Shapiro, David and Joan E. Crowley. 1981. "Aspirations and Expectations for the Future: Education, Work Activity, and Fertility." In Michael E. Borus et al., Pathways to the Future: A Report on the National Longitudinal Survey of Youth Labor Market Experience in 1979. Columbus: The Ohio State University, Center for Human Resource Research.

Included in the 1979-1982 NLSY main surveys are job satisfaction items drawn from the University of Michigan's Quality of Employment Surveys (QES) of 1969, 1973, and 1977. The Survey scale was chosen for use in the NLSY due to its high reliability in applications across a broad cross-section of employed respondents and its ease of administration relative to other job satisfaction scales (Mangione, 1973 and Seashore and Faber, 1975). Eleven items are included for each of the 1979-1982 surveys (C2426. - C2436., C2484. - C2494., C2510. - C2520., C2531. - C2541.). In addition, the file contains a global maternal job satisfaction item for each interview year (C2437., C2495., C2521., C2542., C2567., C2571., C2575., C2577.). A short form of the QES scale developed by Robert Quinn appears to have better scale properties than the single global measure (Quinn and Mangione, 1973). The NLSY questions in 1979-1982 that comprise the 7-item Quinn job satisfaction scale are as follows:

NLSY Main Questionnaire Text	Dimension	Child-Mother Reference Numbers
You are given a chance to do the things you do best.	Challenge	C2426., C2484., C2510., C2531.
The physical surroundings are pleasant.	Comfort	C2427., C2485., C2511., C2532.
The pay is good.	Financial Rewards	C2431., C2489., C2515., C2536.
The job security is good.	Financial Rewards	C2432., C2490., C2516., C2537.
Your co-workers are friendly.	Relations with Co-workers	C2433., C2491., C2517., C2538.
Your supervisor is competent in doing the job.	Resource Adequacy	C2434., C2492., C2518., C2539.
The chances for promotion are good.	Promotion	C2435., C2493., C2519., C2540.

References.

Mangione, T.W. 1973. "The Validity of Job Satisfaction." Doctoral dissertation, The University of Michigan.

Quinn, Robert B. and T.W. Mangione. 1973. "Jobsat '72 and Its Kinfolk - A Brief Manual." Chapter 5 in The 1969-1970 Survey of Working Conditions: Chronicles of an Unfinished Enterprise. Ann Arbor: University of Michigan, Institute for Social Research, Survey Research Center.

Seashore, S. and T. Taber. 1975. "Job Satisfaction Indicators and Their Correlates." American Behavioral Scientist, 18: 333-363.

1986 Child Assessment Measures

(C2641. - C3123.). Assessments of the cognitive, socioemotional and physical development of 4,971 children of the mothers of the NLSY are included. Also provided are measures of the quality of the child's home environment as well as the interviewer ratings of the testing conditions. The assessment measures vary depending on the age of the child. Cognitive materials for the youngest children include a body parts identification, a memory for locations test, and a verbal memory subscale from the McCarthy. The older children have scores from the PIAT Math and Reading subtests, the Peabody Picture Vocabulary Test-Revised, and the memory for digit span subscale of the Wechsler. Assessments that evaluated the social and emotional development of children include temperament scales for children under age seven, a Motor and Social Development Scale for children under age four, the Behavior Problems Index for children four years and older, and a perceived self competence scale for children eight years and older. All individual item responses from the child assessments appear on the merged Child-Mother file, with the exception of the PIAT, PPVT-R, Digit Span, and Verbal Memory. While all HOME items appear in their original form on the merged file, the dichotomous versions of these items used in scoring are not on the tape. Each of these assessments is discussed in detail in the following Section.

5

THE CHILD ASSESSMENTS

This Section of the Handbook has several interrelated objectives. A brief discussion of the criteria utilized in selecting the various assessments is followed by general information essential for all users. Then, each of the child assessments administered in the 1986 NLSY survey round is described in detail. Information is provided about the reliability and validity of the assessments available from other sources. Much of the section is devoted to descriptive analyses of the assessment data, including tabular information relating the distribution of the various outcome scores to a number of child and maternal characteristics. Correlations between the various assessments, internally developed reliability coefficients, and a discussion of potential biases due to selective attrition are also included. Finally, the Section highlights the nuances of the various assessments, some of the data limitations which have become evident and specific information about how to properly access and use the child assessment information.

Criteria for Selecting the 1986 NLSY Child Assessments

The decisions about which child assessments to ask of the children of the female respondents were carefully considered from a number of perspectives. The selections were made jointly by NICHD staff, Ohio State Center for Human Resource Research personnel and a nationally recognized panel of experts from medicine and the social sciences. The members of this panel are listed in Table 1. The assessments finally selected generally met the following criteria.

(1) They were "tried and true" tests which, for the most part, had been extensively used by data collectors in a variety of social, economic and cultural settings. Some had been administered in household settings utilizing interviewing procedures similar to those followed with the NLSY. They were frequently suitable for administration by nontechnical (but otherwise highly qualified) interviewing personnel to a cross-section of middle class and economically disadvantaged whites as well as minority children.

(2) Many of the tests are recognized by the social science community as well-established and well-normed. Available statistics indicate that they are generally highly reliable and valid. Reliable means that if the same individual is repeatedly given the same test, he or she will repeatedly have similar scores. Valid means that the test indeed measures what it purports to measure, and is generally determined by comparing results on the given test with results for the same individual on a different test whose validity has

already been well established. The tests are rated highly in Burroughs *Tests in Print* (Vol. 3, 1983), a widely recognized testing manual which rates all of the major aptitude tests. We have augmented these statistics with additional information garnered from the 1986 survey round.

(3) Most of the tests used are inexpensive to administer, require very little equipment (important for tests to be administered in a home setting), and are relatively short.

(4) The utility and appropriateness of the tests have been considered from both longitudinal and cross-sectional perspectives. First, the participants in the questionnaire development process have carefully ensured that tests are included which cover to the maximum extent feasible the critical cognitive, personality and physical health dimensions at all maturational stages between birth and the early adolescence. Second, every effort has been made to assure that the tests complement each other analytically from a longitudinal perspective. That is, if the study is maintained for several years, there is assurance that developmental inputs at younger ages which are needed to evaluate outcomes at later ages are included in this survey round. Indeed, in this regard, most of these assessments are asked in the 1986 and 1988 survey rounds. Finally, every effort has been made to include basic cognitive and personality scales which can, in a cross-sectional context, be compared across age groups at one point in time (subject, of course, to the caveats, discussed in the sampling section).

(5) None of the tests involve any physical or psychological risk to either the child or any other family member. In all instances, the mother, who is the original sample respondent, was informed about the testing procedures and indeed, in several instances, the questions were addressed directly to the mother. If at any time there was any reticence regarding a procedure by either a child or the respondent, interviewers were instructed to cease testing immediately.

General User Information

Child Data Tapes Available

All of the child assessment information collected in the 1986 survey round is available in its original form on the 1986 Child Assessment Raw Item File. In contrast, the Merged Child-Mother Data File includes summary scores and, in some instances, subscores for the assessments. Where available, it also includes national norms based on the raw scores. Individual item scores for selected assessments are also included on the merged file. The following criteria were used to determine which individual item scores to include on the merged file: (1) the total scores were based on recodes of the individual items and individual researchers might prefer a different recode, or (2) the individual items may be of intrinsic substantive value on their own. Also included in this merged file are the interviewer remarks associated with each assessment as well as "flag" items for several of the assessments indicating where prorations were necessary or where alternate scoring schemes were considered. Scoring procedures will be specified below in relation to the individual assessments. Researchers who plan to extensively use a particular assessment for which the individual items are not provided on the merged file are encouraged to acquire the raw item child file and carefully examine the individual response patterns before proceeding with their research.

CHRR staff have examined the assessment data carefully while preparing the summary scores and the public use tapes. Some of the insights gained from this process are highlighted in this document. However, researchers who detect what appear to be significant data problems with the assessments are encouraged to contact Frank Mott or Paula Baker by phone (614-263-1682) or mail, describing the nature of the problem. Should a problem be detected, we would immediately inform tape purchasers and publicize the issue in our quarterly newsletter, *NLS Update* or via NLSERVE, the Center's BITNET file server. Indeed, both these services, described in detail in Section 8, have already been used as vehicles to publicize some data issues. We also encourage users to forward to us copies of any reliability or validity research they carry out on these assessments. We will assure that such information is expeditiously made available to the NLSY research community.

The Importance of Child's Age: A Cautionary Note

In all instances, the specific assessments and questions which a child completed depended on the child's age and, clearly, the responses need to be interpreted in relationship to that age. As indicated above, where national age-specific norms are available, they have been included on the public tape. In several instances, however, appropriate national norms were not available. In these instances, only non-normalized "raw scores" are included on the file. The user is reminded that, from an analytical perspective, combining raw scores for children at different ages is generally inappropriate. The user might consider several options in order to resolve this problem. First, age-normed standard or percentile scores could be developed, using the NLSY child sample itself as the "normed" population. While this does not represent a perfect solution (reflecting the fact that the NLSY sample of children is *not* a national sample of children born to a full age spectrum of mothers), it is undoubtedly preferable to combining "raw scores" across age groups. It is suggested that, if internal norms are created in this manner, they be used only for combining children who are in fairly contiguous age groups (e.g., age four through six years, or one through three). The child sampling weight (C166.) enables the user to translate the unweighted child population into a sample of children representative of all children who have been born to American women who were 14 through 21 on January 1, 1979. Users developing internal norms should use this child weight variable (C166.). One other option, which would be most appropriate when utilizing multivariate techniques, would be to include an age variable as a control. This may be an appropriate statistical technique where the non-normalized "raw" score being used includes comparable items for children at different ages. Generally, it is recommended that an age control be included in all multivariate analyses even when using age normed outcomes since in some instances, the normed score distributions may lack complete comparability across ages because of assessment "floor" or "ceiling" effects. This will be discussed further with respect to specific assessment (e.g., see discussions of Memory for Locations and Motor and Social Development).

Generally, although not always, information in relation to a particular child was collected on one day. However, since there were instances where this was not true, the user should use the Mother Supplement child age variable (C163.) when working with assessments in that supplement and the Child Supplement child age variable (C162.) when using assessments in that instrument. These created age variables are measured in terms of attained *months* of age, so users may readily stratify the child sample into whatever age units seem appropriate. The user should note that these attained month variables consider "0" as the first month of life and so on. Thus, for example, the first three years of life would include the zero through thirty-*five* month categories with thirty-five being the thirty-sixth month of life. As a final caveat, the user should note that the Peabody Individual Achievement Tests (PIATs) and the Peabody Picture Vocabulary Test (PPVT) were normed according to slightly different age definitions. In creating a PPVT or PIAT age variable, a child's age is rounded up to the next month if he or she is more than fifteen days through a given attained month as of the survey date (e.g. fifty-six months, sixteen days old becomes fifty-seven months). When using these tests, the user should use the created PPVT age variable (C2817.).

Linking the Child Instruments to the Tape

When questionnaire items are referred to in this document, the relevant "deck" and "column" numbers for that item in the questionnaire are used. Items in the Mother Supplement are prefixed by an MS and Child Supplement items by a CS. Thus, for example, question number 1 in section 1, Part A of the Mother Supplement is identified as MS0127 because: (1) it appears in the Mother Supplement, (2) it is located in "deck 01" (see top of questionnaire page), column numbers 27-28 (see margin). When an item requires more than one column, the first of the columns is used for identification.

The Assessments

The following user and data quality information is ordered according to how the assessments are presented in the 1986 interview schedules beginning with the Mother Supplement assessments and followed by the Child Supplement assessments. Thus, the first four assessments discussed were addressed to the mother or guardian of the child whereas the remaining assessments were designed to be administered directly to the child. The user should consider this distinction when evaluating any analytical results. A mother's report of her child's behavior or personality may differ in significant but undefined ways from reality based on a variety of conscious or unconscious maternal biases.

Home Observation for Measurement of the Environment - Short Form (HOME-SF)

The Home Observation for Measurement of the Environment - Short Form (HOME-SF) is the primary measure of the quality of the child's home environment included in the NLSY child survey. It is a modification of the HOME Inventory (Caldwell and Bradley, 1984), a unique observational measure of the quality of the cognitive stimulation and emotional support provided the child by his or her family. The HOME-SF is about half as long as the HOME Inventory, an adaptation necessitated by survey time and cost constraints; nearly all of its items are reworded from the HOME Inventory. More than half of the HOME-SF's items are multichotomous maternal self-reports reworded from the HOME Inventory's dichotomous observer-ratings. Like the HOME Inventory, three age-specific versions were used, each translated into Spanish. The HOME-SF's items and scales are generally comparable across age.

Bettye Caldwell authored the Infant Version of the HOME Inventory, and with Robert Bradley, co-authored the Preschool and Elementary Versions. Bradley worked closely with CHRR staff to shorten, modify, and reword the HOME Inventory for use in survey research, making part of it interviewer observation and part maternal self-report. Caldwell provided general advice and consultation. At least three items from each domain of the original HOME were selected for the HOME-SF whenever possible, as well as observer-ratings of cognitive stimulation and particularly the emotional relationship between mother and child. Bradley and Caldwell reviewed and approved the final draft of CHRR's Infant, Preschool, and Elementary HOME-SF versions used in the Mother and Child Supplements of the NLSY-86. They consulted with CHRR staff at professional meetings, exchanged memoranda with CHRR staff, provided a Spanish translation, and supplied CHRR with the relevant psychometric and clinical literature and data on the HOME Inventory.

Specifically, Bradley selected the HOME Inventory items for each of the three versions of the HOME-SF. Items were selected based on reliability coefficients, discrimination indices, validity coefficients, and factor loadings from prior published and unpublished research. Bradley recommended items that are important to the research community -- items which are strong indicators of the home environment's constructs, and comparable across the age-specific versions. He edited the item stems and response alternatives written by CHRR, writing occasional items himself. He decided which items would be dichotomous, which multichotomous, and how they should be scored. Bradley selected the items for each subscale and with CHRR staff named the subscales. Finally, he suggested procedures used to train the interviewers in their administration of the instrument.

As noted, there are three versions of the HOME-SF, one each for infants (birth through two years), preschool (three through five years), and elementary-aged (six years and older) children. The infant version consists of six categories: maternal emotional and verbal responsivity; maternal acceptance of child's behavior; materials for learning; organization of the environment; maternal involvement; and variety of stimulation. The preschool and elementary versions tap the same dimensions and, in addition, provide a measure of parental modeling of maturity. The specific items included in each of the scales and subscales are specified in the "Using the HOME" section below. In addition, the addended section from the Mother Supplement entitled HOME Score Recodes (see Appendix B) specifies the precise nature of the raw score recoding which was used to score this assessment.

Several of the HOME items required extensive initial recoding in order to fully utilize the verbatim responses originally coded as "other." The HOME-SF Part B contains an item (MS0154-MS0166) concerning mother's response to the child hitting her. The HOME-SF Part C has an item (MS0232-MS0244) concerning mother's response to the child swearing at her. Both items are coded "1" if the parent's response is moderate, defined as without harsh reprisal.

The Part B item contributes to the HOME-SF scale scores only if certain alternatives ("send to room", "talk", "ignore", and "give a chore") are selected and if the "other" alternative is without harsh reprisal -- that is, if a mild reaction is the first response. The Part B item is scored zero if any of the following are selected: "hit", "spank", or the "other" alternative is harsh. Harshness is arbitrarily defined as either extensive or excessive deprivation (time-out longer than two hours; deprivation longer than two days) or physical punishment (firmly grasping the child, blocking the punch, spanking then talking, or talking then spanking).

The Part C item was scored similarly. Yelling back and withdrawal of love, perhaps emotionally harsh, were scored as mild (score of 1) because they are not physical responses. The item is scored zero if "spanking" is selected or if the "other" alternative is excessive (longer than three hours of time-out; longer than three days of deprivation) or if physical means ("eat soap") are the first types of punishment selected.

Of the 94 verbatim responses to Part B, 10 were scored as harsh by CHRR staff in consultation with Bradley. Of the 80 verbatims to Part C, 3 were scored as harsh. Examples of verbatims scored as harsh are "break him up", "spank and ground for two weeks", and "spank then explain why." If the length of time-out was not specified ("send to room") then CHRR and Bradley assumed a moderate amount of time, scoring the item as mild. Other examples of verbatims scored as mild are "never happens", "depends on the situation", "stand in corner until apologizes." A classic mild response (conveying no discipline) was "give him something to eat." A few other verbatims should be noted. One respondent with three children checked hit and commented, "Then say I'm sorry and laugh." Another mother of two checked hit saying, "But not like I'd hit an adult."

Using the HOME Scale.

The HOME is divided into three sections: the first for children under age three, the second for children between the ages of three and five and the third for children age six and over. The Merged Child-Mother File includes the individual HOME unrecoded response items, a total "raw" score, as well as a number of constructed sub-scores. In order to more effectively compress the "raw" information on the merged file, sequentially comparable raw items for the three different age categories are compressed into one tape location. That is, responses for HOME item number one for children who are under three years of age are in the same tape location as responses to HOME item number one for children between three and five years of age and responses to HOME item number one for children six and older, and so on. Thus, a researcher who wishes to examine HOME item number one for children under the age of three only should access reference number C2651.01 on the Merged Child-Mother File, limiting responses to children who are between zero (the first month of life) and thirty-five months (the thirty-sixth month of life) of age on variable C163., the child's age (in months) on the day the Mother Supplement was completed. The precise linkage between the HOME reference numbers and the individual questionnaire item may be found in Table 15.

In order to construct an overall score as well as various subscores for the HOME, all of the individual items were translated into dichotomous zero-one variables and then appropriately summed. The precise recoding which was done for the Mother Supplement components of the scores is specified in the HOME questionnaire attachment (Appendix B) to this document.

Some items used in scoring the HOME are drawn from Section 11 (Interviewer Observations of HOME Environment) of the Child Supplement (pp. CS-65 to CS-68). Some adjustments were made to these items because some interviewers neglected to distinguish between situations where a parent or guardian was present or absent and situations where the parent/guardian was there but the response to the item was "no." On the basis of an examination of the responses to the interviewer remarks in sections 3 through 10, it was often possible to determine whether or not a parent/guardian was present in situations where parental presence status was ambiguous from the HOME interviewer observations. If a parent/guardian was found to be present somewhere in section 3 through 10, but the interviewer observation section items were coded 2 ("not observed"), the 2 response was recoded to 0 ("no"). Since the original HOME items are included on the file, individual users are, of course, free to redefine this (and other) decision rules in whatever manner they feel is most appropriate.

The total raw score for the HOME is a simple summation of the recoded dichotomous individual item scores and varies by age group, as the number of individual items varies according to the age of the child. The total HOME score as well as the subscores have one imputed decimal place. For example, a score of 30 on the tape is really 3, and so on. In addition, total scores were imputed for children where one or more of the component items had inadvertently been left unanswered. The imputation procedure essentially assigns an average value for all those items which had been completed to each of the unanswered items. A proration flag variable (C2641.01) specifies the number of items which needed to be imputed; a score of zero on this proration flag variable means that all individual component items were answered.

In addition to the overall HOME score, the Merged Child-Mother File includes two overall subscores as well as a number of component scores for each of the main subscores. The components of the cognitive stimulation and emotional support subscores as well as the other component subscores are specified in Table 16. This table indicates the name and reference number for each of the subscores as well as the component identification for each subscore. A comparison of Table 15 with Table 16 permits identification of the specific questionnaire items included in each of the component scores. Once again, it is emphasized that in order to appropriately extract any of these scores from the Merged Child-Mother File, the user must control for the child's age, as specified by reference (variable) number C163. As there are no appropriate national norms available for the overall HOME score or its components, only non-normalized "raw" scores are provided.

Data Quality and Data Limitations of the HOME-SF.

The overall HOME scale has proven to be a reliable measure. Bradley (1981) reports inter-rater reliabilities from six studies in the high .80s to low .90s. Bradley, Caldwell, and Elardo (1979) found that six month test-retest subscale correlations ranged from .45 to .87. Studying children from six to forty-two months of age, Yeates et al. (1983) found twelve month test-retest reliabilities from .43 to .68, and two-year test-retest reliabilities of .38 to .56. Ramey et al. (1984) reported two-year test-retest reliabilities of .56 and .57. Van Doornick et al. (1981) reported high total score stability (r = .86) among siblings tested at least ten months apart.

Prior longitudinal research indicates that the HOME predicts later cognitive, social, and physical development. Yeates et al. (1983) longitudinally compared the predictiveness of the HOME relative to the predictiveness of maternal intelligence for child intellectual development at two, three, and four years of age, finding that maternal intelligence was initially more predictive, but by age four the quality of the home environment was more predictive of cognitive development. The HOME is more predictive of subsequent cognitive development than is concurrently measured cognition (Elardo, Bradley, and Caldwell, 1975). When administered as early as two months of age, the HOME has correlated from .34 to .72 with intelligence tests subsequently administered as late as four-and-a-half years of age, and the HOME at one and two years correlated (.33 to .65) with academic achievement in the first through fourth grades of school (Bee et al., 1982; Bradley and Caldwell, 1976, 1980, 1984; Elardo, Bradley, and Caldwell, 1975; Van Doornick et al., 1981).

Besides these strong predictive correlations with subsequent intellectual development, the HOME has also been proven useful as an early indicator of a variety of developmental risks and delays such as clinical malnutrition, lead burden, failure-to-thrive, socio-cultural retardation, language delay, developmental delay, and poor academic achievement (Elardo and Bradley, 1981). The HOME is moderately related to SES and parental education (r = .2 to .6, Elardo and Bradley, 1981). A meta-analysis of the correlation between SES and intelligence found that measures of the home environment accounted for from four to eleven times as much of the variation in academic achievement and intelligence (median r = .55) as did standard measures of SES. The homes of divorced working mothers provided less cognitive stimulation and emotional support according to the HOME Inventory than did the homes of married (working or nonworking) mothers. Six studies found relationships between temperamentally difficult and unsociable infants, and decreased cognitive stimulation and emotional support available in their homes.

Preliminary evaluation of the HOME-SF at the Center for Human Resource Research provides evidence generally consistent with the notion that the HOME-SF scale appears to be a potentially extremely useful assessment for a variety of social science research. As may be noted in Table 17, the overall HOME-SF shows relatively high reliability, particularly for children age three and over, yielding a Cronbach Alpha coefficient of .7. The internal consistency reliability was found to be alpha = .6 and alpha = .7 for the cognitive stimulation subscale for children three and over and for the emotional support subscale for children age six and over respectively. The overall score and subscores for children under three appear less reliable.

Further enhancing the likely reliability of the HOME-SF is the fact that nearly all mothers completed this assessment for all children. The overall completion rate for this assessment is over 96 percent with little racial/ethnic variability (see Table 18). In addition, the response rate varied little by maternal education or by the maternal age at the birth of the child.

The considerable bivariate cross-sectional linkage between the two primary HOME-SF subscales -- cognitive stimulation and emotional support and the other assessments measured in the 1986 NLSY may be seen in Table 19. For younger children, (those under the age of three) the correlations in this table suggest important linkages between the cognitive stimulation subscale and scores on Motor and Social Development and Body Parts assessments. To a lesser degree, significant correlations may be noted between these two assessments and the HOME emotional support score.

For older children, strong correlations may be noted between both of these HOME subscores and scores on the Peabody Picture Vocabulary Test and, to a lesser degree, with verbal memory scores. Generally, with regard to these assessments, stronger correlations may be noted with the HOME cognition dimension than with the emotional support subscales. While generally still significant, somewhat weaker correlations were found between these HOME scales and the PIAT and Digit Span assessments. Finally, weak linkages were found between the HOME subscales and the behavior problems index and self perception profile. It is of interest to note, somewhat impressionistically, that linkages between HOME scores and other assessments were generally weaker for the oldest children perhaps reflecting the likelihood that some of the individual HOME items may be less appropriate for the oldest children.

It is also useful to note from the HOME-SF tabular material in Appendix A, Tables A1.1 - A1.20, that children of minority mothers, less educated mothers and children who were born to mothers at youthful ages generally scored substantially lower on the overall HOME-SF as well as on both the cognitive stimulation and emotional support subscales. Reflecting these associations, it is predictable that lower scores for these children on the other assessments may be linked at least in part with their poorer scores on the HOME assessments. This conclusion is based on our knowledge of the generally significant correlations between the HOME subscale scores and other assessments highlighted above.

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Temperament/How My Child Usually Acts

At the time of the 1986 NLSY child survey design, no single instrument seemed adequate to use in measuring child temperament (Hubert, et al., 1982). As a result, a set of Temperament scales was developed based on measures from a variety of sources including Rothbart's Infant Behavior Questionnaire (Rothbart and Derryberry, 1984), Campos and Kagan's compliance scale, and other items selected by Joseph J. Campos. These NLSY scales were translated into Spanish and, where appropriate, administered by bilingual interviewers.

Because the child's temperament is partially a parental perception (Bates, 1980), the behavioral style of children in the NLSY was measured by a set of maternal-report items (for all children younger than seven years) and interviewer ratings (only for children older than seven months). The maternal scale "how my infant usually acts" addresses the activity, predictability, fearfulness, positive affect, and irritability of infants below age one. "How my toddler usually acts" addresses the fearfulness, positive affect, and irritability of one year olds. "How my child usually acts" measures the compliance, inhibition, attachment, and sleep problems of children aged two through six. The interviewer rates the child's shyness when first introduced, shyness at the end of the session, and the child's cooperation, interest and motivation, energy, persistence, and attitude toward and rapport with the interviewer during the assessment.

Temperament is related to the child's impact on family members, and is linked with the development of behavioral problems (Bates, 1980). The Temperament scales selected for this survey include dimensions such as sociability, mood, adaptability, and compliance -- factors which are components of Thomas' easy-difficult temperament construct and which are precursors to personality development and social adjustment (areas measured by the Behavior Problems Index, discussed below), social relations, and performance on tests such as the Motor and Social Development Scale and PPVT-R (e.g., Lamb, 1982).

As with adult personality measures, reviewers of temperament (Bates, 1980; Campos et al., 1983; Hubert et al., 1982) contend that the perceiver plays a significant role, that mild to moderate inter-rater agreement is the rule (median parent-observer correlations of .2 to .4 in infancy increase to .3 to .6 by age two, median between-parent correlations are .4 to .6), that moderate internal consistency (.2 to .8) and retest reliability (to .9) are present and that fair validity coefficients (.3 to .6) are found with a wide variety of criteria. Hubert et al. (1982) state that the most consistent and substantial relationship is found between temperamental difficulty and infant distress/fussiness with people. Published correlates include levels of neurotransmitters associated with stress, spectrographic analysis of cries, respiratory distress and post mature birth syndromes; maternal anxiety, sociability, responsivity, and stress; family moves, employment changes, paternal child care, birth of siblings; sensitivity to change and adversity, social communication, subsequent behavior disorders (i.e., delinquency, emotional disturbance), and cognitive and motor development.

Using the Temperament Scores.

The NLSY Temperament items were administered in three different sections, according to the age of the child. The mother report items in Part A of the Mother Supplement were designed for infants under the age of one, Part B for children age one, and Part C for children between the ages of two and six years. Mothers were asked to rate the usual behavioral tendencies of each child using a 5-point scale. Two interviewer ratings of shyness at the beginning and conclusion of the session were applied to children eight months and older, as were the interviewer evaluations of the child's attitude toward being assessed. While some children younger than eight months received a shyness rating at the start of the assessment, most of these infants were not seen by the interviewer since all other assessments applicable to this age group were based on mothers' reports.

As with the HOME, individual Temperament items and subscale scores are slotted into the same data tape locations, regardless of the age of the child. These items appear in the merged file documentation as reference numbers C2672.01 through C2672.43. Therefore, in order to retrieve a substantively meaningful individual item or subscore, users must control for the age of the child (C163.). Table 20 indicates the linkage between the location of individual Temperament items on the tape and the specific questions in the Mother and Child Supplements on which they are based.

Temperament items in the Mother and Child Supplements were used to construct a total of twelve distinct subscales. Table 21 shows that, while there is considerable comparability across many items, not all dimensions are appropriate for all age groups. Table 22 describes the composition of each of the Temperament subscales for each relevant age group. A comparison of Table 20 with Table 22 permits the user to specify which questionnaire items are included in each subscale. Summary scores simply reflect the sum of the individual items, with some values recoded in reverse where appropriate. Items that were recoded are indicated in Table 22. Since each score typically includes only a limited number of questionnaire items, no proration for missing items was used. Thus, if any item component of a subscale was missing, no score was computed for that dimension of temperament. Since no appropriate national norms are available for this assessment, only raw scores are provided.

In order to fully understand the nature of some of the Temperament subscales, it is important to distinguish between those subscales that are based on mother reports of child tendencies and those that include interviewer ratings of child behavior during the time of assessment. The Sociability subscale and the Difficulty and Friendliness Composites contain interviewer evaluations of the child's attitude toward testing, rapport toward the interviewer and the child's cooperation during assessment. The Inhibition subscale consists of the Interviewer's ratings of the child's shyness both at the beginning and end of the assessment period. The Inhibition subscale is composed of only one item (C2748.) for children zero through seven months. The smaller sample size on this interviewer rating of shyness reflects the fact that, while mother reports were obtained for these infants, interviewers never actually saw many of the children.

The Difficulty Composite score combines the items in Predictability (reversed), Fearfulness, Positive Affec (reversed) and Irritability for children zero through seven months old. For children eight through eleven months (i.e. the remaining four months of the first year of life), it also includes the Sociability items (reversed). For one year olds Difficulty is a composite of four subscales: Fearfulness, Positive Affect (reversed), Irritability, and Sociability. The Negative Hedonic Tone Composite consists of the items in the Fearfulness, Positive Affect (reversed), and Irritability subscales.

In recent analyses of the 1986 Child Temperament data, Menaghan and Parcel present a more parsimonious set of reliable and valid scales for the three child age groups discussed above (Menaghan and Parcel, 1988). Starting with the six items applicable to children under age one year, they identified two major factors called Active and Predictable. For all children less than two years old, they derived two primary dimensions: one related to the eight items on fearfulness and fussiness, and a second that includes the three affect items related to smiling. The 21 items for children age two through six years yielded three principal factors which they call compliant, shy, and dependent-demanding. This paper is available from the authors.

Data Quality of the Temperament Assessment.

The response rates for each of the Temperament subscales are very high across all age ranges. Appendix Tables A2.1 - A2.36 show that, with few exceptions, the level of valid responses rarely falls below 90 percent, even when sample cases are distributed by race and by age.

Reliability analyses performed by CHRR on the various Temperament subscales reveal that the internal consistency of the subscales is generally moderate to strong. Table 23, which describes the nature of each subscale and the relevant sample of children to which each applies, shows a range of alpha coefficients from a low of .47 for the Irritability subscale for infants to highs of .9 for the Sociability subscales for infants and toddlers. Most of the subscales fall within the moderate to high reliability range of .6 to .8. Table 23 also describes the instances where certain subscales have very limited variability (e.g., Inhibition composed of one item for very young infants) and where composite subscores of the same name may be constructed from slightly different items (e.g., the two versions of the Difficulty Composite for infants).

Some of the lower reliability coefficients in Table 25 may be explained by isolated items or by the failure of certain clusters of items in the composites to correlate with other subscales. For example, a close look at the correlations (not shown in the table) of individual items in the Friendliness Composite score for eight through eleven month old children shows generally negative relationships between interviewer ratings of testing attitude (C2672.21, C2672.22, C2672.24) and maternal evaluation of irritability (C2672.14 - C2672.17). This discrepancy may reflect the reaction of many children in this age group to the special demands of the testing situation. One particular Irritability item, "child easily startled by a sudden noise" (C2672.14), seems to attenuate the alpha for the Friendliness Composite. This same item also seems to lower the alpha for the Irritability subscale for children under age one. The Affective items for this same age group do not appear to correlate well with the Fearfulness items in the Negative Hedonic Tone Composite, particularly item C2672.07, "infant cries when first sees stranger." Turning to the older children, when item C2762.03, "child protests when asked to go to bed," is removed from the Compliance subscale, the alpha is substantially increased. Perhaps this reluctance to go to bed promptly is a widely observed behavior, independent of other personality dimensions. Three items (C2672.09, C2672.11, and C2762.12) in the Inhibition subscale for children age two and over show a potentially complex interrelationship. It appears that children who tend to fight often show insecurity, intensity of mood, and an unwillingness to share. The current scoring of the Inhibition dimension may mask the interaction of these individual measures, thus attenuating the overall internal consistency of the subscale. The Attachment subscale for this same age group also contains an attenuating item, "child gets worried when mother is upset " (C2672.18). This rating of social perception or identification shows generally low inter-item correlations, particularly with the responsiveness comfort item C2672.13, "trouble soothing or calming child when he/she is upset."

Tables 24 - 27 provide a comprehensive breakdown of the pattern of intersubscale correlations for each of the following age groups: (1) birth through eleven months, (2) eight months through eleven months, (3) twelve months through twenty-three months (one year olds), and (4) twenty-four months through eighty-three months (children age two years through age six years).

Overall, the direction of the correlations present in Table 24 follow a pattern one might expect. Predictability for children under age one shows a positive association with Positive Affect and significant negative correlations with the Irritability dimension and the Difficulty and Negative Hedonic Tone composite scores. The strong positive correlations between the Difficulty composite score and both Irritability and Fearfulness are consistent with the fact that all the items in the two subscales are included in the composite score. Similarly, the strong positive correlations between the Negative Hedonic Tone composite score and the Fearfulness and Irritability subscales reflect the presence of the subscale items in the composite score. Since the Negative Hedonic Tone composite score shares all but three of the Difficulty items, one might expect their inter-correlation to be quite high as seen in the coefficient of .77.

The pattern of the associations among the subscales for eight through eleven month old infants in Table 25 appears to be consistent with the nature of the different subscales. Sociability and Friendliness generally correlate negatively with Inhibition and Positive Affect shows a positive association with Predictability.

Fearfulness and Irritability are positively correlated. The association between Fearfulness and Activity might be attributed to the element of physical reactivity shared by many of their component items.

The intersubscale correlations in Table 26 indicate that for the one year olds assessed, children rated as Inhibited by the interviewer tend to be also rated as less Sociable. As with the younger infants, Fearfulness and Irritability tend to be positively correlated.

The relationship in Table 27 between Inhibition and Sociability appears to be the strongest intersubscale association for the children assessed who were between the ages of two years and six years at the time of assessment. However, users should note that the composition of the Inhibition subscale for these older children differs from that of the younger children. Children who are reported as shy and withdrawn by their mother tend to be rated as less sociable by the interviewer.

Finally, it is useful to note that some components of the Temperament assessment (in particular the Sociability scale which is available for children between the ages of eight months and six years) have high apparent face validity as proxies for the positive or negative nature of the interaction between interviewer and child. Some evidence for this supposition may be found in Table 28 which indicates generally stronger correlations between the Sociability subscale -- which is based on the interviewer's judgement -- and the assessments which were directly administered by the interviewer (e.g. PPVT-R, Verbal Memory). This "halo" effect suggests that children who have good rapport with the interviewer may score somewhat better on assessments or, conversely, that children who perform better on the assessments may be viewed more favorably by their interviewer. Determining the direction of the possible causation is beyond the scope of this discussion. In contrast, correlations between the mother-completed assessments and the sociability scale generally appear somewhat lower, although some exceptions may be noted.

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Motor and Social Development

The Motor and Social Development scale was developed by Dr. Gail Poe of the National Center for Health Statistics. It measures dimensions of the motor, social and cognitive development of young children from birth through three years. The items were derived from standard measures of child development (the Bayley, Gesell, and Denver), which have high reliability and validity. The original test and further analyses by Child Trends of the items' use in a large health survey (of 2,714 children under age four in the 1981 Child Health Supplement to the National Health Interview Survey) provide the age ranges at which each item's developmental milestone is generally reached by U.S. children. Based on the child's age, mothers answer the fifteen most appropriate of the 48 motor and social development items. These items have been used with a full spectrum of minority children with no apparent difficulty. In the 1986 NLSY, a Spanish version of the schedule was provided to mothers whose principal language is Spanish.

Using the Motor and Social Development Assessment.

The NLSY Motor and Social Development assessment has eight components (parts A through H), which a mother completed contingent on the child's age. The assessment is intended for children under four years of age with

Part A appropriate for infants during the first four months of life (i.e. zero through three months) and the most advanced section, Part H, addressed to children between twenty-two and forty-seven months. All of the items are dichotomous (scored either zero or one) and the total raw score for children of a particular age is obtained by a simple summation (with a range of 0 to 15) of the correct responses in the age-appropriate section. Associated with each raw score is an overall percentile and standard score as well as same-gender age appropriate percentile and normed scores. That is, boys were given male national norm scores and girls were given female national norm scores in addition to both genders receiving the combined gender norms. All these normed scores were constructed by the CHRR using data from the nationally representative sample in the 1981 National Health Interview Survey (National Health Interview Survey 1981 Child Health Supplement, DHHS. P.H.S. National Center for Health Statistics, Public Use Data Tape and Documentation (1984)). The total and same gender percentile and standard scores associated with each raw score may be found in Appendix C.

The norms are grouped into fairly narrow age categories reflecting the extreme sensitivity of a child's level of development to his or her age: following a (four month) zero through three month age break, the four through thirty month age range was normed by successive three month age groups with the thirty-one through forty-two month range being normed according to three successive four month categories, followed by one five month (forty-three through forty-seven month) category. No proration was attempted on this assessment since the proportion of missing items is modest and there was some question about the appropriateness of the procedure, given that later items in the assessment tend to be more difficult than earlier items.

As with the HOME assessment, sequentially comparable questionnaire items were slotted into identical tape locations and, thus, assigned identical reference numbers (C2685.01 through C2685.18) for each age group. For example, the first questionnaire item within each age-specified assessment (i.e., Part A through Part H) is assigned reference number C2085.01 and so on. This linkage is specified in Table 29. If one wishes to limit analyses to infants or children within one of the eight age categories, it is necessary to control for the child's age as specified by reference number C163.

Data Quality of the Motor and Social Development Assessment.

Because successive items in this assessment represent increasing levels of difficulty, it was not appropriate to compute a Cronbach's Alpha reliability coefficient for this test. However, a variety of preliminary evaluation activities have been carried out with the MSD scale suggesting that it has a number of properties which make it an assessment that has potentially great analytical value.

First, while the invalid responses on this assessment disproportionately include minority children or children of less educated mothers (see Table 18), the overall non-completion rate is very low -- about 6 percent.

Thus, the potential for biased analyses due to selective non-response is quite small. The intended user should examine the addendum tables which present response patterns and completion rates for this assessment by race/ethnicity and age of child. Appendix Table A3.1, the weighted distribution of the MSD standard scores, shows means and standard deviations by single year of age of child which are consistent with expectations. While the NLSY sample of children obviously does not reflect all U.S. children as represented in the 1981 National Health Interview survey, the youngest children in the NLSY, who have been born to a more representative group of mothers, are somewhat more "typical" of all children. Thus, the fact that the NLSY sample of very young children shows overall means on the MSD approximating 100 offers evidence supportive of satisfactory data quality. An exception to this may be noted for three year olds who have a more constrained distribution of scores. The MSD tends to "top out" for three year olds and does not provide a sensitive ceiling for these older children. Because of this, the overall mean weighted standard score for three year olds is only 96.3. *For this reason researchers using the assessment should include an age control in any multivariate analyses even when they are using normed scores.*

It is also important to note that social/ethnic differences on this assessment are modest but that the youngest black children score higher than other young children. The MSD Appendix Tables (A3.1 - A3.26) also indicate higher motor and social development scores for female children, consistent with other evidence regarding early gender differences in motor and social development.

Other research underway at the Center for Human Resource Research provides further corroborative evidence regarding these and other findings. Analyses which regress MSD standard scores on a full range of early-in-life explanatory variables suggest that black children at age one score higher than their white counterparts on MSD, but that this advantage apparently vanishes at subsequent ages. Examination of one through three year olds within a multivariate context indicates that girls score substantially (and significantly) higher than boys on this assessment (Mott, 1988). Also, children with health problems early in life score more poorly, as do children with mothers who have less education.

Finally, it may be noted (in Table 30) that a child's MSD score correlates fairly well with a variety of other early-in-life child assessments. The correlations between MSD and other scores generally increase with the child's age, a tendency consistent with the likelihood that test reliability is greater for older children. MSD correlates rather well with HOME-SF cognitive stimulation at all ages, but somewhat less with the HOME-SF emotional support score, suggesting that perhaps the physiological component of the MSD may link more closely with home environment cognitive stimulation than the MSD social component does with the HOME emotional component. Research underway at the CHRR indicates strong independent linkages between these two HOME-SF subscores and MSD for one through three year olds within a multivariate context -- with the cognitive-MSD link being substantially stronger than the emotional-MSD linkage. Both associations remain highly significant even after controlling for a full range of other potentially confounding variables.

Linkages between the MSD score and Memory for Location are more constrained. This will be discussed further below in the Memory for Location section. In contrast, linkages with the Body Parts assessment are reasonably strong, particularly for the two year old children. Finally, correlations between MSD and PPVT-R and verbal memory scores are reasonably high and significant even though the MSD scores for three year olds "top out" prematurely, as noted earlier.

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The Behavior Problems Index

This scale was created by Drs. Nicholas Zill and James Peterson of Child Trends Inc., Washington D.C. to measure the frequency, range and type of childhood behavior problems. Many items were derived from the Achenbach Behavior Problems Checklist (Achenback & Edelbrock, 1981) and other child behavior scales (Graham & Rutter, 1968; Rutter, Tizard, & Whitmore, 1970; Kellam et al, 1975; Peterson & Zill, 1986). Much of the following material describing this assessment was provided by Zill in a Child Trends memorandum dated November 25, 1985.

Parental respondents to the 1981 Child Health Supplement to the National Health Interview Survey were asked an extensive series of structured questions concerning the child's problem behaviors and use of mental health services (NCHS, 1982, pp. 100-102). The specific questions asked varied somewhat depending on the age of the child. The behavior problem items utilized in the NLSY were developed from these items.

The behavior problems summary score is based on responses (from the mothers) to a series of 28 questions dealing with specific problem behaviors that the child may or may not have exhibited in the previous three months. Three response categories ("often true", "sometimes true", and "not true") were used in the questionnaire, but responses to the individual items have been dichotomized and summed to produce an index score for each child. Each item answered "often" or "sometimes true" was given a score of one, and each item answered "not true" was given a score of zero. Two of the items, questions 27 and 28 in the sequence, are appropriate only for children who have ever attended school.

Based on factor analysis, the 28 items can also be used to define six behavioral subscales; antisocial, anxious/depressed, headstrong, hyperactive, immature dependency and peer conflict/social withdrawal. The procedures used to define these subscales are described below. Having been employed in prior national surveys, children from the entire range of social, economic, and ethnic backgrounds may be assessed. A Spanish version of the schedule was used by mothers who preferred using a Mother Supplement translated into Spanish.

Using the Behavior Problems Index.

The Behavior Problems Index assessment was completed by all mothers of children age four years or over on the date the Mother Supplement was administered. There are 28 individual items, of which the final two are completed only for children who are either enrolled in or who have attended school. The 28 items translate into one overall score and six subscores tapping various dimensions of child adjustment. Before scoring, the individual items are recoded such that a value of 3 becomes "0" and code 1 or 2 becomes "1." Thus, higher scores on this index imply a greater level of behavioral problems. There is no proration for missing items, so that if any item response is missing, the overall score and any subscores including that item are coded as invalid skips.

Table 31 specifies which items (denoted by variable reference numbers) are components of each subscore. It may be noted that only the overall raw score and the antisocial subscore utilize items 27 and 28, the items asked only of school children. Thus, for these two subscales, parallel scores are computed for children with school experience and for those who have never attended school. The merged file documentation specifies the link between the reference number and the questionnaire items. The link is straightforward as the reference numbers, which are included on this file as C2725.01 through C2725.28 are in this instance, assigned sequentially from questionnaire item one to questionnaire item 28.

In addition to the overall BPI score and six subscores, normed scores have been constructed based on data from the 1981 National Health Interview Survey. Overall as well as "same-gender" percentile and standard scores (with a national mean of 100 and standard deviation of 15) are available for each child for each score/subscore. These normed scores are based on single year of age data. For children below the age of six, separate norms are computed for children in and out of school. The linkages between the raw scores and the various normed scores may be found in Appendix D. Given the limited number of possible responses for some of the subscores, the user is cautioned that the range of normed outcomes for some of the subscores is quite constrained. As with the other Mother Supplement assessments, if a user wishes to select a sample of children of a particular age, the Mother Supplement child age variable (C163.) should be utilized.

Data Quality of the Behavior Problems Index.

Zill and his associates at Child Trends performed comprehensive factor analysis procedures on the 1981 NCHS data in defining the most appropriate items for inclusion in the overall scale and the various subscales (Zill, 1985). Principal components analyses were used by Child Trends to verify that the items in the scale could be considered to be tapping common underlying dimensions. Using the binary scoring of items described above, major first factors were found for both children aged four though eleven and adolescents aged twelve through seventeen. As anticipated, however, several secondary factors with eigenvalues greater than one were also obtained. For the children aged four through eleven, the first factor accounted for 25 percent of the total variance and 57 percent of the common variance. All but one of the scale items loaded on the first factor at a level of .38 or more. For the adolescents, the first factor accounted for 29 percent of the total variance and 60 percent of the common variance. All scale items loaded on the first factor at a level of .41 or higher. The internal consistency reliability of the index scores was found to be alpha of .89 for the children and alpha of .91 for the adolescents.

Although the behavior problems items in the Child Health Supplement questionnaire are used to derive a single summary score, the scale was also designed to contain several distinct clusters of items, representing some of the more common syndromes of problem behavior found in children and adolescents. The syndromes have already been listed above and component items are specified in Table 31. Subscale scores were produced by dichotomizing responses to individual behavior items as above and summing across subsets of between three and six items. Principal components analysis with varimax rotation was used to verify, first, that the overall behavior scale did contain several separable dimensions similar to those that were hypothesized to occur; and, second, that the groups of items used to compute subscale scores did hang together as anticipated.

It should be noted that a reinterview study of certain Child Health Supplement items was conducted and analyzed by the Bureau of the Census (Schreiner, 1983). Six of the behavior problems items were included in the reinterview questionnaire. The study found that parental reporting of individual items of problem behavior was unstable over a two-week period. (e.g., of those parents who reported on either the original interview or the reinterview that their child had difficulty concentrating, only 46 percent reported such difficulty on *both* interviews.) However, Zill found that when the individual items were combined into a scale, the test-retest reliabilities obtained were quite comparable to the internal consistency reliabilities calculated from the Child Health Supplement public use file. Specifically: four items from the hyperactive subscale were included in the reinterview study. When a scale is formed by combining responses to these items by the binary scoring method described above, the test-retest reliability of the resulting scale score is equal to .63. Using the Spearman-Brown formula to estimate the reliability of a longer scale containing the same type of items, Zill obtained an r of .68 for a hyperactive subscale containing five items, and r of .92 for a behavior problems index containing 28 items.

Table 32 includes the scale and subscale reliability coefficients calculated by Zill from the 1981 NCHS data and by CHRR from the 1986 NLSY data. The coefficients from these two analyses are generally quite similar. Thus, even though these two surveys were carried out on substantially disparate samples with different interviewing procedures and environments, the close comparability in the coefficients lend support to the notion that the BPI assessment can probably be used with some confidence.

As with the other assessments administered to the mothers of the children, the Behavior Problems response rate is very high. About 95 percent of all available and eligible children have a valid BPI score with little variation between black, white and Hispanic children. In addition, even the limited number of invalid cases show an ethnic distribution similar to that for children with valid responses (see Table 18). Given that the maternal age at the birth of the child was quite young for the mothers of most of these children, and their educational attainment correspondingly lower, *it is not surprising that a disproportionate number of the children evidence behavioral problems.* Whereas a representative national sample of children should have an overall mean standard score of about 100, the NLSY sample has a weighted mean of about 109. (the reader may recall that higher scores on the various BPI scales and subscales represent a greater level of child behavioral problems). Correspondingly, over 20 percent of the NLSY children are in the top (national) 10 percent -- but only 6 percent in the bottom 10 percent (see Appendix Tables A4.1 - A4.12). The interested user may also note from examining the percentile and standard frequencies for the various subscores not included in this document that the NLSY children tend to score high on all of the subtests.

It is useful to emphasize once again that one important reason that the scores for the NLSY children do not correspond closely with a "representative" national sample of children is that they, for the most part, were born when their mothers were relatively young. This is a phenomenon that will be prevalent for all the assessments given to older NLSY children *and needs to be carefully considered when using this data set for research purposes.* In addition, the older the subset of NLSY children one examines, the more pronounced this factor becomes.

Finally, it is useful to note (in Table 33) the generally low correlations between overall BPI score and scores on the various other aptitude/achievement assessments given to children who were age four and over. In addition, there is no systematic pattern to the correlations; children's age shows no apparent linkage with the associations nor do any of the particular assessments measured in the NLSY show stronger associations than others. Thus, while having an above average behavior problem score is generally associated with poorer scores on the aptitude/achievement tests, the correlations are generally very modest. This surprisingly weak association suggests that the behavior problems measured by this scale seem to have only limited relationship with the verbal and mathematical achievements of these elementary school age children.

Parcel and Menaghan recently examined the measurement properties of the 1986 NLSY Child Behavior Problems data (Parcel and Menaghan, 1988). They conducted factor analyses that yielded three sets of reliable subscales, for which they present evidence suggesting their validity. The first group of subscales, for users interested in discriminating behavior in some detail, includes the following: Peer Problems, Aggressive, Hyperactive, Depressed, and Whine. Investigators preferring a single discrimination between undercontrolled and overcontrolled behaviors might consider their Externalizing (Aggressive, Peer Problems, Hyperactive) and Internalizing (Depressed, Whine) factor based scales. Finally, they offer a general measure of behavior problems based on summing the Z score for each of the 28 items. This paper is available from the authors.

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Body Parts Recognition

The Body Parts assessment, developed by Dr. Jerome Kagan of Harvard University, measures infant and toddler (one through three year old) receptive vocabulary knowledge of orally presented words as a means of estimating verbal intellectual development. The interviewer names each of ten body parts and asks the child to point to that part of his or her body. The overall score attained by the child is a simple summation (from zero to ten) of the number of correct responses. A Spanish version of this assessment was available for use with young Hispanic children.

Using the Body Parts Assessment.

As noted above, the child's body parts score is the sum of the number of items in that section which a child was able to correctly identify (C2761.). Thus, a minimum score is 0 and a maximum score is 10. No proration for missing items was attempted since the later items are generally more difficult than the earlier items in the sequences although the association between item difficulty and item number is not linear. For example, the proportion correctly answering items 7 (finger) and 8 (toe) are substantially greater than the proportion correctly answering item 6 (chin).

Because there may have been some ambiguity in the interviewer instructions, this assessment was scored using two alternate criteria. According to the first criteria, a child had to answer *each* of the ten items either correct (a code of "1") or wrong (a code of "2") on at least one of the three attempts (see page CS-14 in the Child Supplement). If the scoring was completed according to this criterion, then a case was coded a "1" on the body parts scoring criteria flag (C2762.). A second, less restrictive criterion also was considered for some of the children, where some of the individual items were not coded "1" or "2" but were only coded "3" (no answer) on all of the attempts. For this subset of children, a code of "3" was treated as an incorrect response and the overall assessment scored accordingly. These cases can be identified by a value of "2" on the body parts criteria flag. Thus, users may restrict analyses to the more constrained sample or opt to include the children who were scored according to the less conservative definition. As with all the assessments in the Child Supplement, users who plan to extensively evaluate or analyze the results of a particular assessment are strongly urged to acquire the Child Assessment Raw Item file and evaluate the scoring schema and data quality according to their own criteria. While we have made every effort to create scores that are faithful to the intentions of the assessment developers, there are instances where researchers could reasonably disagree about what precise scoring procedures should be utilized.

As no appropriate national norms are available for this assessment, only the total non-normed raw score is included. Since the raw score on this assessment is extremely sensitive to the age of the child, users are encouraged to utilize appropriate techniques which would permit one to analytically compare children of different ages. When controlling for age, researchers should use the Child Supplement child age variable (C162.) which specifies the child's age (in months) as of the Child Supplement assessment date.

Data Quality of the Body Parts Assessment.

The overall reliability and validity of knowing the names of various parts of the body is reported by Kagan to be good. He reports that preschoolers' knowledge of body parts' vocabulary concurrently correlates (r = .80) with other vocabulary measures and estimates the lower bound of Body Parts' parallel form reliability (personal communication, August 22, 1986). The Body Parts assessment parallels other standard tests of early childhood development (the Bayley, Gesell, Vineland, and Denver) in which the examiner asks the child to point to various parts of his or her body.

Notwithstanding the availability of a Spanish version of this assessment in the NLSY, the user should proceed very cautiously when interpreting its reliability and validity, particularly with regard to minority and relatively more disadvantaged children. *It appears that a child's score may be quite sensitive to the child's English language capabilities as well as rapport with the interviewer.*

It is important to emphasize that the non-completion rate on this assessment is about 17 percent, higher than for most of the assessments -- although, somewhat surprisingly, the racial-ethnic variation is moderate (see Table 18). For about half of the completed assessments, a child is reported to not have responded on at least one question, requiring the assumption to be made that a non-response was indeed an incorrect answer (see discussion above on Using the Body Parts Assessment as well as Appendix Tables A5.1 - A5.7). Most importantly, a very large proportion of Hispanic (and to a lesser extent, black) children scored poorly on this assessment. This may reflect English language difficulty as well as perhaps poorer interviewer rapport. With regard to this last point, it is useful to note that there is a relatively high correlation (about .4) between children's Body Parts scores and their score on the Temperament "sociability" subscale (see Table 28). This three-item scale essentially measures the interviewer's subjective evaluation of the child's attitude toward being tested, rapport with interviewer and cooperation. Thus, to some extent, poor scores on the Body Parts assessment may reflect a less than optimal interviewing environment.

The older Hispanic children given this assessment, particularly the two year olds, scored particularly poorly on this assessment, with about 40 percent scoring at least one standard deviation below the mean for all two year olds in the sample (based on internal norms, as no external national norms are available). Aside from this extreme ethnic variation, the distribution of scores appears reasonable; children whose parents have more education or who were born to older mothers score substantially higher on this assessment. Research currently underway at CHRR also indicates that for all one and two year olds, being black or Hispanic or having a mother with limited education is linked with a poorer score on Body Parts even after controlling for a full range of other early-in-life personal and family related explanatory variables. This same multivariate analysis also indicates that, everything else being equal, boys score significantly lower than girls on this assessment.

Correlations between children's Body Parts score and scores on other assessments given to one and two year olds may be found in Table 34. Moderately high zero order correlations may be noted in some instances, in the .25 - .3 range, with the HOME cognitive stimulation score and over .3 for two year olds with the Motor and Social Development score. It is interesting to note that correlations between Body Parts and the HOME emotional support and the Memory for Location scores are greater for one year olds. This suggests that there are meaningful linkages between a child's early verbal development and other components of intellectual, social and physiological development, dimensions presumably measured by these other assessments. It would appear that the linkages with social behavior, alluded to in the above discussion of linkages with the temperament sociability subscale, may be somewhat more critical for the younger children who were given this assessment. The fact that most of the correlations are relatively modest may reflect partly the young age of the sample, as it is generally acknowledged that high levels of reliability and validity are less easily attained when assessing younger children. Additional psychometric (validity) information on Body Parts will be available following the 1988 NLSY survey round, when correlations can be made between 1986 Body Parts scores and scores on other generally more reliable and valid 1988 assessments such as the PPVT-R.

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The Memory for Location Assessment

This assessment was developed and has been used extensively by Dr. Jerome Kagan of Harvard University. It measures a child's short-term memory. The child, aged eight months through three years, watches as a figure is placed under one of two to six cups. The cups are screened from the child's view for one to fifteen seconds; the child is then asked to find the location of the figure. Items increase in difficulty as the number of cups and/or the length of time during which the cups are hidden from view increases. A child's score is based on his or her ability to select the cup hiding the figure.

The number of cognition measures available for use with young children in a large-scale survey such as the NLSY is quite limited. This is one of a relatively small number of reasonably well validated tests available for measuring short-term visual recall memory for preschool (below the age of four) children. Memory is an important component of cognition. Later school learning is closely tied in, indeed, to a considerable degree, is dependent on this ability.

Using the Memory for Location Assessment.

This assessment may be found on pages CS-17 through CS-22 in the 1986 Child Supplement. The number of individual items administered to the child is contingent on the age of the child. Children between the ages of eight and twenty-three months start with item 1, the easiest item; children two years of age begin with item 4, and children three years of age start at item 7. A child's score (C2763.) is based on the highest (most difficult) question answered. A child who cannot answer the entry item receives a raw score of zero *regardless of the point of entry*. Otherwise, if Q.1 is the highest item answered correctly, the child receives a score of 1, all the way up to a score of 10, if the 10th or final item is answered correctly. A child under two years of age can potentially receive a score between zero and 10; a child age two can receive either a score of zero or a raw score between 4 and 10; and a child age three, by virtue of entry at item seven, can only receive a raw score of 0, 7, 8, 9, or 10. Thus, *without developing norms* based on either internal or external criteria, *the user is cautioned against using this outcome for more than very narrow outcome ages*. In addition, the distribution of the outcome variable also suggests that the user should proceed very cautiously before using the raw scores in any manner. Kagan recommends that users develop norms based on grouped data for four month age intervals (e.g., 8-11 months, 12-15 months, and so on). The Child Supplement age variable (C162.) should be used for this purpose.

Because of the relative complexity of administering this assessment, a number of responses were not coded precisely according to the theoretical decision rules. On the advice of the assessment developer, if a particular child followed a sequence which might have led to "extra learning" as part of the assessment process, he or she was still scored. For example, if a child was asked Q.1A after having correctly answered Q.1, the child was scored and not given an "invalid skip" code, even though, theoretically, the child was supposed to proceed directly from Q.1 to Q.2. In addition, a careful examination of the individual responses suggests that a number of children who began the assessment at an improper entry point ended up at a level where they would, in all likelihood, have wound up anyway. These cases were given a valid score and also "flagged" with a code of "2" on the Memory for Location flag variable (C2764.) to indicate a less conservative scoring procedure. A code of "1" on this flag includes all scored cases *except* those defined as 2's. Researchers who plan to use this assessment extensively should carefully examine the actual response patterns for this assessment which may be found in the Child Assessment Raw Item file. Individual researchers may choose to use more or less stringent scoring criteria than those used in developing the score provided in C2763.

It is important to note that *this assessment displays a clear tendency to "top out" for the oldest children* in the age appropriate sample. That is, a very large proportion (63 percent) of all three year olds and 32 percent of two year olds received the maximum raw score of 10 on the assessment (see Appendix Table A6.3). A relatively "normal" distribution may be in evidence only for children below the age of two. This issue needs to be carefully considered by anyone using this assessment, particularly if one through three year olds are combined in one analysis.

Data Quality of Memory for Location.

The test was prepared and has been extensively used (for example, in the National Collaborative Project) by Jerome Kagan of Harvard University. It has a four month test-retest reliability of .6. It has been shown to correlate reasonably well with a variety of achievement-oriented tests given to small children. Specifically, it correlated rather highly with language comprehension (.45-.60) and drawing ability (r = .63). It has also been used in other cultures.

Our preliminary evaluation of this assessment suggests that Memory for Location scores from the 1986 NLSY should be used cautiously. Until demonstrated otherwise, it is perhaps best to assume that the assessment only measures what it directly purports to measure -- short term memory.

As with the Body Parts assessment, Memory for Location has a relatively high non-completion rate. As may be noted in Table 18, about 20 percent of the eligible children do not have a score and higher non-completion rates may be noted for minority, particularly Hispanic, children. Hispanic children and children of less educated mothers contribute a disproportionate share of the non-completers. In addition, black children have a much higher likelihood of receiving a score of zero on this assessment. Some of the significant racial discrepancy in this regard may well reflect racial differences in receptivity or willingness of very small children to be tested. Perhaps related to this is the relatively high (.32) zero order correlation between the Memory for Location score and the Temperament sociability score (see discussion in Temperament section). As with the Body Parts assessment, it may well be that the Memory for Location assessment may be quite sensitive to the interviewer-child interaction process.

Analyses currently underway at CHRR indicate that one through three-year-old black children and children of less educated mothers score lower on the Memory for Location assessment than do other children (Mott, 1988, cited in MSD section). Aside from these two factors, the only other (of a long list of) explanatory variable linked with Memory for Location was the child's gender; boys perform more poorly on this assessment than do girls.

As mentioned above, the researcher is cautioned against using Memory for Location results to generalize beyond its measurement of short-term memory retention. As may be noted in Table 35, the zero order correlations between Memory for Location scores and HOME scores, Motor and Social Development scores, Body Parts scores and PPVT-R or Verbal Memory scores (for three year olds) are generally low although statistically significant. While the signs are generally in the expected direction, the strength of the associations are modest.

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The McCarthy Scale of Children's Abilities; Verbal Memory Subscale

The Verbal Memory subscale of the McCarthy Scale of Children's Abilities assesses a child's *short-term* memory in response to auditory stimuli. The Verbal Memory subtest selected for use in the NLSY is only one of six scales which form the complete McCarthy assessment battery. First, the child aged from three years through six years repeats words or sentences said by the interviewer. Second, the child listens to and then retells the essential aspects of a short story.

In the first half of the word-sentence component of the assessment (Part A), the score which the child receives is contingent on the child repeating a series of words, ideally in the same sequence as they were uttered by the interviewer (see pages CS-25 to CS-26 in the 1986 Child Supplement). In Part B of this first section the child is scored according to the number of key words which he or she repeats from a sentence read by the interviewer. The combined total score for Parts A and B determines whether the story (Part C) is administered. In Part C, the child is read a story paragraph and then scored on the basis of his or her ability to recall key ideas from that story (see pages CS-27 and CS-28 in the 1986 Child Supplement). National norms are available for this assessment so a child is assigned normed scores based on his or her performance in comparison with a nationally representative sample.

Using the Verbal Memory Subscale.

As noted above, Verbal Memory is essentially a two part assessment given to children between the ages of three and six. The first part (Parts A plus Part B) generates one total score which reflects the number of correct word responses to the words and sentences on page CS-26 in the Child Supplement. One total "raw" score (C2772.) is generated for this section. Appropriate national norms are available for this assessment from the McCarthy Manual (McCarthy, D., 1972, page 205). Thus, percentile (C2773.) and standard (C2774.) scores are available for linking with the raw score.

Entry into the Story section of this assessment (Part C) is contingent on receiving a combined raw score of at least 8 on Parts A and B. The researcher may note that there are a few instances of children with invalid skips on Part A and Part B who received a score on Part C. While it may not have been possible to score A and B for various reasons, the available information was sufficient for the scorer to be confident that the combined A and B score was at least 8. Children who receive a valid score of less than 8 on Part A and Part B are automatically assigned a "0" on Part C. *This explains the considerable heaping at the zero outcome for Part C.*

The scoring of the Story in Part C is a simple summation of the number of key words/phrases identified correctly from the paragraph on page CS-27 of the 1986 Child Supplement. No proration was attempted for missing responses. The key story concepts appear on page CS-29 but are not included on the merged Child-Mother file. Users wishing to examine the individual components further will need to access the Child Assessment Raw Item file. A total raw score (C2775.) and two normed scores (C2776. and C2777.) are generated for Part C.

From an analytical perspective, the prospective user should note that the distributions of the percentile and standard scores for Part C are somewhat uneven, reflecting the fact that the Part C outcome allows for only twelve possible responses (0 through 11) with a major heaping as noted, at the zero category. The fact that the percentile/standard scores assigned to the various raw scores vary by the age of the child smooths the normed responses somewhat. However, the user is encouraged to examine the patterning of the normed responses before proceeding with their research. As with all of the assessments in the Child Supplement, C162. should be utilized when stratifying the sample by age of child.

Data Quality of the Verbal Memory Subscale.

This assessment, published by the Psychological Corporation, measures a critical dimension of cognition required for current and later development and school achievement. In a Spanish population, the McCarthy Verbal Memory subscale correlated between .43 and .57 with reading achievement and between .30 and .33 with math achievement. It correlated with the PIAT subscales for reading recognition (r = .59), reading comprehension (r = .39), and mathematics (r = .42).

It is a highly respected and well-establishing test, and has high internal consistency (r = .80) and high validity with the Metropolitan Achievement Test, a widely used academic test. Besides correlating with academic achievement measures, Verbal Memory also correlates (r = .42) with vocabulary knowledge (PPVT-R), an indicator of verbal intelligence. This test has been normed on populations which include minority groups.

While this subscale has a high face validity regarding what it purports to measure, the user should be sensitive to the fact that the scoring of Part C, the story section, undoubtedly includes an element of subjectivity. Interviewers can, in some instances, disagree regarding whether or not a child s specific response was indeed a "correct" or "incorrect" interpretation of an aspect of the story. Also, to some extent, the verbatim verbal responses recorded by the interviewer could in some instances be coded in different manners by different interviewers. In order to test this latter premise, NORC had the verbatim responses for about 400 children coded independently by two coders. There was complete agreement between coders for 92 percent of the respondents.

At a different level, there is also some possibility that the Part A response patterns reflect a lack of precision in the instructions -- an ambiguity that also exists in the McCarthy manual. The instructions (for Part A) only ask the child to repeat the words which the interviewer reads to him or her but does not specify that the words should be repeated in the same sequence. However, in the scoring, the respondent loses a point if the words are repeated out of sequence. Thus, the extent to which the words were repeated in or out of sequence may have been a function of how the instructions were understood, an artifact that could attenuate the reliability of the Part A score.

The overall completion rate for the Verbal Memory subscale is quite a bit higher than for most of the other NLSY assessments which were given to the youngest children. There are, however, clear differences in response rates between Hispanic and other children. While completion rates on both the word and story components approximate 95 percent for white and black children, they are below 90 percent for Hispanic youth (see Table 18). Thus, once again, there is surface evidence that language constraints come into play when evaluating the reliability and potential validity of this assessment. With regard to this assessment, it is important to note that a Spanish translation was *not* utilized. This test was one of English language verbal retention. Thus, a language bias is clearly possible and implied for a least some children. For both the word and story components of the assessment, Hispanic children and children of less educated mothers are heavily over-represented among those who could not be scored -- the "invalid response" subset. However, given that the overall non-completion rate is relatively modest, it is not likely that differential response patterns (by race/ethnicity or other characteristics) should bias analyses in a major way.

Because the Verbal Memory raw scores were normed against a nationally representative population, it is instructive to examine the weighted standard score distributions for both the Part A plus B and Part C responses. Given that the NLSY sample of children over-represents those born to youthful mothers, one might anticipate that our sample should score below average compared with a full national cross-section of children. This, indeed, is the pattern which may be found in the distributions in Appendix Tables A7.1 - A7.20. In comparison with national means of 100, our sample has a mean score of 95.2 on Parts A and B and 94.9 on Part C. It is also of some importance to note that the younger children score closer to the national mean, reflecting the fact that they were born, on average, to older mothers, who had racial/ethnic and socioeconomic characteristics more similar to a full national cross-section of mothers. Also, scores for blacks and whites on part A plus B are quite similar to each other, but distinctly different from the Hispanic distribution, undoubtedly related to the fact that this was an English language assessment. In contrast, the racial/ethnic variations in the Part C scores are very modest, perhaps reflecting to some extent a language "selecting out" process; in order to be eligible for Part C, a child had to have attained at least a score of 8 on Part A plus B.

From Table 36, one may note that the children's scores on the Verbal Memory assessments correlate to varying degrees with the other assessments completed by children in the three through six age range. Verbal Memory (A plus B) correlates in the .3 - .4 range with the children's PPVT scores -- not substantially different from the .42 correlation evidenced between the same assessments for a national population of children. For five and six year olds, the correlation between Parts A plus B and PIAT-math is in the .3 - .4 range and about .3 with PIAT-reading recognition, the basic reading achievement component in the PIAT series.

The linkages between the Verbal Memory Part C (story) scores and the other assessments are generally similar, but more constrained. The correlations with PPVT are generally in the .25 - .35 range but are generally modest with the PIAT series. Somewhat surprisingly, the Part C correlations with PIAT-reading comprehension are very small, not attaining statistical significance.

Linkages between Verbal Memory and the various non-achievement (mother completed) assessments are also generally significant with the associations in the direction anticipated. The correlations between Verbal Memory (all parts) and Motor and Social Development for three year olds are around .25; the correlations with Behavior Problems for the older children are inverse but generally weak. Finally, moderate positive associations may be noted between both parts of Verbal Memory and the HOME cognitive stimulation and emotional support subscales. These linkages appear weakest for the six year olds, perhaps reflecting a likelihood that school and other influences outside the home may be assuming more dominant roles. Finally, it may be noted from Table 28, that for children of preschool age (three and four year olds) there are rather substantial zero order correlations -- in the .35 to .47 range -- between the Verbal Memory scores and the Temperament sociability subscale. The causal implications of this linkage are undoubtedly complex as a positive rapport between interviewer and child could possibly positively affect a child's responses on this assessment and conversely, a child who performs well may be more likely to be rated highly by an interviewer. It is also worth noting that the linkages between these same assessments are weaker for five and six year olds, consistent with the notion that older children might be less affected by superficial contacts with "new and strange" individuals -- since they frequently are placed in such situations in their preschool or elementary school environment.

Finally, as a more general point, it is useful to reiterate that in general, the correlations between interviewer administered assessments (and to a lesser degree between mother administered assessments) tend to be larger than correlations between interviewer and maternal administered assessments. While the relatively large correlations between Verbal Memory and the various achievement batteries are not surprising, it may well be that such connections may reflect a "halo effect" of sorts as children respond -- either positively or negatively -- to a particular interviewing environment or situation.

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Self Perception Profile for Children (SPPC); "What I am Like"

This self-report magnitude estimation scale measures a child's sense of general self-worth and self competence in the domain of academic skills (Harter, Susan. "The Perceived Competence Scale for Children." *Child Development* 53 (1984: 87-97). The twelve items in this assessment translate into two subscores, a global self-worth score and a scholastic competence score. These two scales represent two of seven subscales developed by Susan Harter. A full description of all of the subscales may be found in Harter (1985).

The assessment is completed by children age eight and over. Each of the two subscales include six items which are scored between one and four, with higher scores representing greater scholastic competence or greater global self-worth. Only raw scores, which are a simple summation of the six individual items in each scale, are included in the NLSY merged child-mother file, as no national norms are available.

The assessment is administered as follows (citing from the manual): "The child is first asked to decide which kind of kid is most like him or her, and then asked whether this is only sort of true or really true for him or her. The effectiveness of this question format lies in the implication that half of the kids in the world (or in one's reference group) view themselves in one way, whereas the other half view themselves in the opposite manner. That is, this type of question legitimizes either choice. Our confidence in this format is bolstered by the fact that children's verbal elaborations on the reasons for their choice indicate that they are giving accurate self-perceptions rather than socially desirable responses. The statistical data provide additional evidence with regard to the effectiveness of this type of question."

In the NLSY, this instrument was directly administered by the interviewer to the children. The interviewer read each statement to the children, then asked "which kind of kid" they were more like, and followed up by asking whether or not the particular response was "really true for you" or "only sort of true for you." Only the individual responses were coded by the interviewer; the scoring was done at the Center for Human Resource Research.

Using the Self Perception Profile for Children.

This assessment is completed by children age eight years and over. Each of the two scores is a simple summation of six items. The global self-worth score is a summation of the six "even numbered" items, beginning with the second item (see pages CS-34 and CS-35 in the 1986 Child Supplement). The scholastic competence score is a summation of the odd numbered items, beginning with item one. There are no appropriate national norms available for this assessment so only the raw scores are available. For a small number of cases, there are some missing items. In these instances, a proration was attempted, assigning average values for the items in the particular score which were completed to the missing items. Two proration flag variables (C2790.01 and 2791.01) are included which permit the user to identify those cases which were prorated. A zero on these flags indicates that all items were completed, a "1" indicates that one item was missing, and so on. Only a very small number of cases required proration. Because the individual items may have intrinsic value, the twelve individual items (C2792.01 - C2792.12) are included on the merged child-mother file.

Data Quality of the Self Perception Profile for Children.

There are many studies which have documented the importance of the Self Perception Profile scale as a predictor of important child outcomes and behaviors. For example, it has been shown to correlate highly with teacher ratings of children and with a child's achievement motivation. It has high internal reliability ($r = .73$ to $r = .86$) and high (nine month) test-retest reliability ($\underline{r} = .8$). The schedule translated into Spanish with no difficulty and prior uses of the schedule suggest no apparent cultural bias.

Research by Harter on an earlier version of this assessment indicated that the individual items follow reasonably normal distribution patterns, with means falling slightly above the 2.5 midpoint and standard deviations fluctuating around the value of 1, revealing adequate item variability (Harter, 1982). An examination of the twelve individual responses, as reported on in the NLSY, similarly suggests a reasonable item distribution and variation. The individual item frequencies may be found in the 1986 Merged Child-Mother file codebook. The overall weighted average mean score for the NLSY sample was 2.81 for the scholastic subscale and 3.24 for the global subscale. An examination of Table 3 in Harter (1985) reveals comparable means for her samples.

Overall, the NLSY administration of the SPPC posed few difficulties in the field. Completion for the whole sample exceeded 95 percent so even the fact that the non-completers tend to be children of less educated mothers is not likely to introduce any significant bias (see Table 18).

In general, the reported reliabilities for the NLSY administration of these two subscales were somewhat lower than those reported in Harter (1985). She reports internal consistency reliabilities for the two subscales on various samples at around .8 whereas the NLSY data yielded alphas of .66 for the global self-worth subscale and .64 for the scholastic competence subscale (Table 17). How much these differences reflect significant differences between samples (e.g. the NLSY sample includes a heavy over-representation of disadvantaged youth) cannot be assessed at this time.

For the interested data user, Table 37 reports the inter-item NLSY correlations for the two sub-scales. In general, the individual items correlate in the .6 range with their respective sub-scale total scores, and in the .2 - .3 range with each other. No comparable data are available which would permit us to compare these inter-item correlations with other studies. As may be noted in Table 37, the overall correlation between these self-worth and scholastic subscales is .29 for 8 year olds and .36 for children age 9 and over. This is substantially lower than the comparable correlations reported by Harter for her various subsamples -- which ranged between .46 and .64 (see Table 7 in Harter, 1985).

More generally, the global self-worth subscale shows little correlation with the various other child assessments in the NLSY. Indeed, as may be noted in Table 38, the correlations between global self-worth and the PIAT, PPVT and Digit Span assessments do not attain significance for children at any age. (In this regard, it is worth noting that the SPPC profile was completed by the children prior to their completion of these other assessments. Thus, SPPC scores were not contaminated by prior success or failure on any of the aptitude or achievement assessments.) The scholastic subscale does correlate in the .20 - .27 range with these various assessments for children age nine and over. In this regard, the lack of correlation for eight year olds may perhaps reflect a lesser ability by eight year olds to understand the individual Harter items.

Finally, neither the scholastic nor global self perception scales show any major variability in response patterns according to various demographic characteristics as reported in Appendix Tables A8.1 - A8.10. Race/ethnicity, maternal education and maternal age at birth of the child do not appear to be closely linked with a child's score on this assessment.

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Memory for Digit Span (Wechsler Scale)

The Memory for Digit Span assessment, a component of the Wechsler Intelligence Scale for Children (Wechsler, 1974), is a measure of short term memory for children aged seven and over. There are two parts to this measure. First, the child listens to and repeats a sequence of numbers said by the interviewer. In the second part, the child listens to a sequence of numbers and repeats them in reverse order. In both parts, the length of the sequence of numbers increases as the child responds correctly.

This subscale is from the revised Wechsler intelligence scale for children (WISC-R) published by the Psychological Corporation. The WISC-R is one of the best normed and most highly respected measures of child intelligence (although it should be noted that the Wechsler digit span component is one of the two parts of the Wechsler scale which was not used in establishing I.Q. tables). The precise instructions and items used in this assessment may be found on pages CS-37 through CS-39 of the 1986 Child Supplement.

Using the Memory for Digit Span Assessment.

The Memory for Digit Span assessment was completed by children aged seven years and older. This assessment generates three non-normed "raw" scores (C2802. through 2804.) and one overall age-appropriate normed standard score (C2805.). Whereas the normed scores for the other assessments in this instrument are based on a mean of 100 and a standard deviation of 15, the Digit Span assessment is normed against a distribution which has a mean of ten and a standard deviation of three. The child is instructed to repeat a series of fourteen number sequences (at increasing levels of difficulty) forward and a different series of numbers backwards. Each correct response is worth one point; the theoretical maximum on each of the subscores is, thus, 14 and for the total score 28. The forward digit sequence is completed prior to the backward digit sequence. However, entry into the reverse sequence is not contingent on successful entry or completion of the forward sequence. Where appropriate, a Spanish version of this assessment was utilized. The norms may be found in Wechsler (1974, pp. 118-150).

Data Quality of the Memory for Digit Span Assessment.

The Digit Span score is considered a good measure of short-term memory and attentiveness for children seven and older. Its parallel form reliability is about .53. Its average reliability (across the 6.5 to 15.5 age span) is reported as .78 (Chapter 4 in Wechsler, 1974). It correlates (r = .45) with PIAT Reading Recognition. Its correlation with the Stanford Binet IQ (Form L-M) is reported as .11 at age six, .44 at age nine and one-half and .30 at age twelve and one-half (Table 18 in Wechsler, 1974). When administered at age sixteen, it correlates .68 with the full WAIS IQ score. Thus, in addition to being reliable, it appears to correlate at moderate levels with various intelligence measures.

Shifting to an internal evaluation of the NLSY Digit Span scale, it may be noted in Table 18 that the overall completion rate for the total score is around 90 percent, with slightly higher (92-93 percent) completion rates for the forward and backwards subscales. In addition, there are no substantial differences in completion rates by race/ethnicity or social class.

An examination of the Digit Span scoring pattern according to various demographic characteristics (in Appendix Tables A9.1 through A9.16) suggests some interesting variations; generally, standardized scores decline with increasing age of child, perhaps reflecting the fact that the older children, by virtue of having been born to more youthful mothers, may be more disadvantaged. Also, the overall standard scores for white children are higher than those for black or Hispanic children. Finally, a child's score on this assessment is quite sensitive to his or her mother's level of education.

An examination of the "raw" (nonstandardized) forward and backward component scores reveals that, not surprisingly, forward scores for all groups are substantially higher than the backwards scores. It is of some interest to note, however, that the *racial and socioeconomic differentials noted for the overall digit span score reflect primarily differences in the forward component*; differences between groups in the backward score are quite modest, suggesting that the two subscores may at least partially be tapping different dimensions of this particular innate and socially acquired skill.

Finally, correlations between the overall Digit Span score and the various other assessment outcomes given to children age seven and above suggest that there are moderate linkages (see Table 39). The correlations between Digit Span and the PIAT assessments are in the .38 - .44 range with the Digit Span - PPVT linkage being somewhat smaller (.23 - .31). There are no obvious age gradients to the correlations. Substantially more modest linkages are found between Digit Span and the mother administered HOME and Behavior Problems assessments.

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The Peabody Individual Achievement Test (PIAT) Mathematics Assessment

The PIAT is a wide-range measure of academic achievement for children aged five and over which is widely known and used in research. It is among the most widely used brief assessment of academic achievement having demonstrably high test-retest reliability and concurrent validity. The NLSY Child Supplement includes three subtests from the full PIAT battery, the Mathematics, Reading Recognition and Reading Comprehension assessments. The Merged Child-Mother file includes separate raw as well as standardized scores for the Mathematics and Reading assessments. We focus here specifically on the Mathematics assessment, but many of these general comments are equally appropriate for the other PIAT (as well as PPVT) assessments.

The PIAT Mathematics assessment protocol may be found on pages CS-41 through CS-44 of the 1986 Child Supplement. This subscale measures a child's attainment in mathematics as taught in mainstream education. It consists of eighty-four multiple-choice items of increasing difficulty. It begins with such early skills as recognizing numerals and progresses to measuring advanced concepts in geometry and trigonometry. Essentially, the child looks at each problem and then chooses an answer by pointing to or naming one of four options.

The PIAT Mathematics assessment was administered to all children whose "PPVT age" was five years and above. Administration of this assessment is relatively straightforward, and the resulting completion rate quite high. Children enter the assessment at an age-appropriate item (although this was not essential to the scoring) and establish a "basal" by attaining five consecutive correct responses. A "ceiling" is reached when five of seven items are incorrectly answered.

For a precise statement of the norm derivations, the user should consult Dunn, L.M. and Markwardt, F.C., *PIAT Manual*, Circle Pines, Minnesota: American Guidance Service, 1970, (pp 81-91; 95). In interpreting the normed scores, the researcher should note that the *PIAT assessments were normed about 20 years ago*. Thus, social changes affecting the mathematics and reading knowledge of small children in recent years may have altered the mean and dispersion of the reading distributions between 1970 and 1986. This issue will be considered further in the "data quality" section below. Citations relevant to the PIAT's appear at the end of the discussion of the PIAT Reading Comprehension subtest.

Using the PIAT Mathematics Assessment.

As mentioned above, children generally entered the assessment at an age-appropriate item and established a "basal" by attaining five consecutive correct responses and a ceiling by incorrectly answering five of seven consecutive responses. A child's non-normalized score (C2808.) is equal to the basal score plus the number of correct responses between the basal and ceiling score. Normalized percentile (C2809.) and standard (C2810.) scores were derived, on an age-specific basis, from the child's raw score. The user is reminded that *a child's age determination for this assessment was based on a PPVT age*. The norming procedures were essentially a two step process with the percentile scores being derived from the raw scores and the standard scores from the percentile scores. The national norming sample had a mean of 100 and a standard deviation of 15. The individual item "correct-incorrect" codes may be found in the Child Assessment Raw Item file, which can be separately acquired from the Center for Human Resource Research (see Section 6 for tape information).

The scoring (of this and the other PIAT and PPVT assessments) was relatively straightforward. The major scoring problem reflected the fact that for a modest proportion of the children, individual items (within the presumed valid range of responses) may have been inadvertently skipped. A substantial number of cases originally deemed "unscorable" were retrieved once the actual patterns of response on the various assessments were individually considered. This edit was possible because the interviewer recorded the actual response as well as a score of correct or wrong for each answer. Thus, if the correct-wrong item was inadvertently left blank but the actual response was available, it was frequently possible to make a post hoc determination of "correctness." Depending on the user's research intention, it may be possible to retrieve additional cases if one is willing to sacrifice some precision in the scoring. For example, some additional cases could have been scored if one is willing to accept as adequate a score which would not deviate by more than one or two points from the "true" score. In general, users of the Peabody assessments are encouraged to obtain the Raw Item Child Assessment file in order to carefully examine the individual response patterns as well as the reasons for invalid scores.

Data Quality of the PIAT Math Assessment.

The PIAT Mathematics assessment is widely used and is generally considered to be highly reliable and valid. Of all psychological tests, the PIAT had the forty-second largest number of citations since 1978 in Mitchell's (1983) Tests in Print. The PIAT was standardized on a national sample of 2887 kindergarten through twelfth grade children in the late 1960s. The one month test-retest reliability for the PIAT Mathematics assessment was .74 with lower levels of reliability generally evidenced at the lower grades (Table 9, Dunn and Markwardt, 1970). Depending on grade level, the mathematics scores correlated between .6 (fifth grade) and .72 (first grade) with the overall test score (Table 11, Dunn and Markwardt, 1970). As a measure of concurrent validity, the mathematics score was found to correlate from a high of .73 for fifth graders to a low of .34 for kindergarten children with children's PPVT IQ scores (Table 14, Dunn and Markwardt, 1970).

Shifting to our internal evaluation, it may be noted (in Table 18) that the overall PIAT Math completion rate ranges from close to 94 percent for black and white children to 88.5 percent for Hispanic children. The non-completers were heavily over-represented by Hispanic children and children whose mothers had less than twelve years of school. Essentially, there are two kinds of non-completers. First, there are some children who were inadvertently skipped over even though they were of an appropriate age. Second, there were a number of children who could not be scored because the scoring decision rules were not followed properly so either a basal or ceiling could not be obtained. The first category included a disproportionate number of children with language difficulties. The second category tended to be more randomly distributed - with a relatively large proportion of these incompletions being accounted for by a small number of interviewers who had difficulty with the scoring procedures.

The NLSY PIAT Math scores show systematically stronger correlations with other assessments than any of the other tests given. As may be noted in Table 40, on an age specific basis, PIAT Math correlated at between .47 and .57 with PPVT. For children age 6 and over, its correlations with PIAT Reading Recognition ranged from .52 - .63 and with PIAT Reading Recognition frcm .43 to .61. Finally, for children age 7 and over, its correlations with the Wechsler Digit Span scores were in the .4 range.

The relationships between the standardized scores and the various demographic characteristics may be noted in Appendix Tables A10.1 and A10.6. Overall, the scores for white children are systematically higher than for the minority scores by several points. Not surprisingly, children of better educated mothers score above average and children born to younger mothers do not score as well.

Perhaps the most important conclusion to be drawn from the PIAT Appendix Tables A10.1 - A10.10 is that the 1986 NLSY sample of children has essentially the same mean PIAT Math score (99.8) as the national sample against which it was normed. This is in spite of the fact that the NLSY sample, as described earlier, does *not* typify a nationally representative sample of American children. While a definitive reason for this anomaly cannot be given at this time, it is hypothesized that this similarity probably reflects the fact that the PIAT norming sample was typical of U.S. children in the late 1960s. It may well be that external influences such as television (e.g. "Sesame Street" programming) may have led to raising of *minimal* mathematics knowledge -- although not necessarily enhancing *advanced* mathematics capabilities. The results in the Appendix tables support this supposition. It may be noted that while the overall percentile mean on PIAT Math for the NLSY sample approximates 50, only about 5 percent of the children fell within the top 10 percent and 14 percent within the top 20 percent -- compared with the late 1960s norming sample. In contrast, the bottom 20 percent also seems somewhat *under*-represented compared with the norming sample. Thus, there is some modest evidence that the NLSY sample is above average (compared with 1960s children) in meeting minimal mathematics standards (e.g. being able to answer the relatively basic elementary mathematics questions) but below average in coping with more complex mathematics concepts and operations. In summary, all of the above evidence is consistent with the notion that the PIAT Math should be an effective outcome measure for a full range of analytical studies that probe sample variations relating to demographic and socioeconomic factors. However, *it should be used cautiously if one's primary research emphasis is the comparison of these results with other population groups, as the reported normed scores appear to be unrealistically high.*

The Peabody Individual Achievement Test (PIAT) Reading Recognition Assessment

This subscale (one of five in the overall PIAT test) measures word recognition and pronunciation ability -- essential components of reading achievement. Children read a word silently, then say it aloud. PIAT Reading Recognition contains eighty-four items, each with four options, which increase in difficulty from preschool to high school levels. Skills assessed include matching letters, naming names, and reading single words aloud.

To quote directly from the PIAT Manual, the rationale for the reading recognition subtest is as follows: "In a technical sense, after the first 18 readiness-type items, the general objective of the reading recognition subtest is to measure skills in translating sequences of printed alphabetic symbols which form words, into speech sounds that can be understood by others as words. This subtest might also be viewed as an oral reading test. While it is recognized that reading aloud is only one aspect of general reading ability, it is a skill useful throughout life in a wide range of everyday situations in or out of school." (Dunn and Markwardt, 1970, pp. 19-20). The authors also recognize that "performance on the reading recognition subtest becomes increasingly confounded with the acculturation factors as one moves beyond the early grades."

This assessment was administered to children whose PPVT age is five and over. The scoring decisions and procedures are identical to those described for the PIAT Mathematics assessment and a description of the process and recognition words may be found in the 1986 Child Supplement on pages CS-45 through CS-47. The only difference in the implementation procedures between the PIAT Mathematics and PIAT Reading Recognition assessment is that the entry point into the Reading Recognition assessment is based on the child's score in the Mathematics assessment, although entering at the correct point is not essential to the scoring.

As with the PIAT Mathematics assessment, it is important to note that the norming sample was selected and the norming carried out in the late 1960s. This has implications for interpreting the standardized scores of the children in the NLSY sample, as will be noted below.

Using the PIAT Reading Recognition Assessment.

The scoring procedures for the PIAT Reading Recognition assessment are identical to those used for PIAT Mathematics. Three scores are reported: an overall non-normed raw score (C2811.), and two normed scores - a percentile score (C2812.) and a standard score (C2813.). The national norming sample had a mean of 100 and a standard deviation of 15.

As with the Mathematics assessment, children with invalid scores on this assessment either inadvertently never entered the assessment or else were unscorable because of inadvertent skips which precluded obtaining either a basal or ceiling. In some instances, a careful examination of the individual responses (available on the Child Assessment Raw Item file) in conjunction with an examination of the interviewer's actual scoring calculations permitted clarification of and ultimate scoring of additional cases.

It is, however, important to note that whereas the actual answer to each item was coded for the PIAT Mathematics responses, this was not done for the PIAT Reading Recognition items. This is one reason why the overall response rate is slightly lower on the PIAT Reading Recognition assessment: in contrast with the PIAT mathematics assessment, it was not possible to rectify inadvertent skips for some children on the PIAT Reading Recognition assessment where the "correct-non-correct" check item was inadvertently left blank. As with the other assessment, researchers who plan to use the assessment extensively are encouraged to examine the individual response patterns. Where a particular researcher does not require great precision on this particular outcome (e.g. a categorization of scores into a number of discrete categories being sufficient), it may be possible to reduce the non-completion rate. In a number of cases, while an exact score may not be determinate, an approximate score determination (within two or three points, or a score of at least a certain level) may be possible.

Data Quality of the PIAT Reading Recognition Assessment.

A number of the general reliability and validity issues and statistics relating to the PIAT assessment battery have already been mentioned in the PIAT Mathematics data quality section and will not be repeated here.

As noted in the PIAT Manual, Reading Recognition (one month) test-retest reliability ranged between .81 for kindergarten level children to .94 for third graders (an overall median of .89 for all grades through grade twelve). Thus, this particular subscale is apparently highly reliable. As already noted, it correlates moderately well with PIAT Mathematics scores. In addition, as one progresses from kindergarten through grade five, its correlation with PIAT spelling gradually increases from .27 to .72. It correlated between .78 (first grade) and .88 (third grade) with the overall PIAT total test score, and between .42 (fifth grade and kindergarten) and .64 (third grade) with the PPVT IQ score. Thus, its concurrent validity as evidenced by correlations with the PPVT (a median of .55 for grades kindergarten through twelve) is moderately high. Finally, Hamill and McNutt's (1981) meta-analysis (8239 coefficients from 322 studies) of reading correlates reported a concurrent correlation of .72 between reading recognition and composite reading.

Shifting from these reported external comparisons to internal quality checks, the results of our examination of PIAT Recognition in many ways parallels our earlier discussion of PIAT Mathematics. While slightly lower, the PIAT Reading Recognition completion rate level and pattern of completion parallels what was found with PIAT Mathematics. In addition, the potential for bias is similar as non-completion rates are significantly higher for Hispanic children and children of less educated mothers (see Table 18). This ethnic differential could be anticipated given that this assessment was administered only in English.

An examination of the PIAT Reading Recognition standard score distribution in Appendix Tables A11.1 and A11.6 also show differential patterns similar to what was found for PIAT Mathematics -- although the level of the standardized scores is significantly higher. Scores are highest for white children and for children who have better educated mothers.

It is important to note that the scores on this assessment are much higher than what might have been anticipated given the fact that the sample of children includes a disproportionate number of children born to poor and minority mothers. This phenomenon was already noted for PIAT Mathematics. However, it is much more pronounced for the Reading Recognition scores. It may be recalled that the norming sample, which was drawn in the late 1960s, had a mean standardized score (by definition) of 100. The NLSY sample has an overall mean score of 105 -- ranging from 101 for Hispanic children to 107 for white children. Thus, even though NLSY children are disadvantaged compared with a full cross-section of contemporary American children, they nonetheless score *above* average compared to what one might anticipate for a full American cross-section of children! It is likely that this pattern at least partly reflects societal changes which have occurred in American society during the past 20 years. For example, it is very possible that factors such as child television viewing patterns or involvement in pre-school programs have fundamentally altered younger children's reading readiness, if not their advanced vocabulary capability. There is some evidence in the PIAT Reading Appendix Tables consistent with this premise. First, it should be noted that even though the mean standard scores are surprisingly high, the proportion scoring very well (i.e. two standard deviations or more above the mean) is not. Even a casual examination of the distribution of the scores suggests that the above average mean scores reflect the fact that the proportion with low scores -- one or more standard deviation below the mean -- is under represented. Thus, whatever the reason for this surprising distribution, its primary manifestation is in a pronounced under-representation of children scoring *very* poorly -- consistent with the notion that the floor of basic vocabulary knowledge (that component of the assessment linked with reading *readiness*) is higher than it used to be.

Finally, it may be noted (in Table 40) that the zero order correlations between Reading Recognition and other assessments generally parallel what was found for PIAT Mathematics. Correlations with the PPVT-R range from

.30 for six year olds to .56 for the oldest children. Correlations with the Digit Span assessment for children age seven and over are about .4. As already mentioned, it correlates fairly highly with PIAT Mathematics -- from .48 for five year olds to .63 for the oldest children, those aged nine and above. NLSY inter-assessment correlations with PIAT Math generally parallel what was found by the test developers (Dunn and Markwardt, 1970, Table 11); correlations with the PPVT-R are perhaps slightly lower than those reported elsewhere, but not by a substantial amount.

The Peabody Individual Achievement Test (PIAT) Reading Comprehension Assessment

The PIAT Reading Comprehension subtest measures a child's ability to derive meaning from sentences that are read silently. For each of 66 items of increasing difficulty, the child silently reads a sentence once and then selects one of four pictures which best portrays the meaning of the sentence. "While understanding the meaning of individual words is important, comprehending passages is more representative of practical reading ability since the context factor is built in, which plays an important role, not only in deciphering the intended meaning of specific words, but of the total passage. Therefore, the format selected for the reading comprehension subtest is one of a series of sentences of increasing difficulty. The 66 items in Reading Comprehension are numbered from 19 through 84, with item 19 corresponding in difficulty with item 19 in Reading Recognition." (Dunn and Markwardt, 1970, pp. 21-22).

The PIAT Reading Comprehension assessment is administered to all children whose PPVT age is five years and over *who scored at least 19 on the Reading Recognition assessment.* Children who scored less than 19 on Reading Recognition were assigned their Reading Recognition score as their Reading Comprehension score. If they scored at least 19 on the Reading Recognition assessment, their entry point to Reading Comprehension was determined by their Reading Recognition score. Entering at the correct location was, however, not essential to the scoring.

Basals and ceilings on PIAT Reading Comprehension as well as an overall non-normed raw score were determined in a manner identical to the other PIAT procedures. The only difference was that *children for whom a basal could not be computed were automatically assigned a score of 19.* Administration procedures are described on page CS-49 of the 1986 Child Supplement. As with the other PIAT tests, norming was accomplished in the late 1960s with all its attendant potential analytical problems. For a more complete description, users are referred to the *PIAT Manual.*

Using the PIAT Reading Comprehension Assessment.

As with the other PIAT assessments, the Merged Child-Mother File includes an overall non-normed raw score (C2814.) which can range from zero to 84, a normed percentile score (C2815.) and a normed standard score (C2816.). It should be noted that many younger children (age seven years and below) who received low raw scores could not be given normed scores because their scores were out of the range of the national PIAT sample used in the norming procedure. These children have been assigned -4 codes on the percentile and standard score variables. Researchers wishing to keep these children in their analyses will thus need to consider special decision rules. The way to identify these children, of course, is to cross-classify children by their raw score and standard score. They will be identified by having a valid raw score of zero or greater but a standard score of -4.

If one is using the PIAT Reading Comprehension assessment for analyzing five and six year olds, the proportion of children without a standard score is a major constraint which cannot be ignored. As may be noted by comparing Appendix Table A12.5 with Appendix Table A12.1, about 70 percent of five year olds and 30 percent of six year olds who had a *valid* raw score on Reading Comprehension could not be given normed scores. All of these children had raw scores below 18 and thus had their Reading Recognition score imputed as their Comprehension score; one solution for the youngest children is to limit analyses to Reading Recognition.

Parallelling procedures used with the other PIAT assessment, it was sometimes possible to clarify the score of a previously "unscorable" child by carefully examining the individual response patterns, particularly where the actual response for the "correct-incorrect" item had not been completed. In this way we were able to retrieve a number of cases not previously scorable. Depending on a researcher's individual inclination or need for precision, it may be possible to score, in an approximate manner, a number of additional children. In order to accomplish this, the researcher will need to access the Raw Child Assessment file, available from the CHRR. Researchers who plan to use this outcome extensively are encouraged to examine the individual item response patterns.

Data Quality of the PIAT Reading Comprehension Assessment.

As with the other PIAT assessments, Reading Comprehension is generally considered a highly reliable and valid assessment which, as noted earlier, has been extensively used for research purposes. This version was normed in the late 1960s and thus is subject to the same analytical constraints as the other PIAT assessments. In this regard, while the level of the standardized scores appears too high, it is likely that the patterning of the responses is probably reasonable. That is, higher scores still represent better outcomes in comparison with lower scores.

The PIAT Reading Comprehension subtest has a (one month) test-retest reliability which ranges from .61 for eighth grade children to .78 for first graders with an across-grade median of .64 (Dunn and Markwardt, 1970, Table 9). This is somewhat lower than was reported for the Mathematics and Reading Recognition subtests.

In terms of concurrent validity, as reported in Dunn and Markwardt, its linkage with the other subtests is somewhat erratic and appears quite sensitive to the grade level of the child. In the grade range of primary interest (grades five and below), correlations with PIAT Mathematics scores were generally low. Correlations with the PIAT spelling subtest ranged between .50 and .65. Overall correlations with the total PIAT score were more impressive -- .70 for first graders to .89 for third graders. In addition, not surprisingly, correlations between Reading Recognition and Reading Comprehension were generally fairly high (.61-.80). The Hammill and McNutt meta-analyses cited above found a .72 median concurrent correlation between Reading Comprehension and composite reading and .74 between Reading Recognition and Reading Comprehension.

Evaluation of the NLSY PIAT Reading Comprehension data suggests that a greater caution needs to be exercised when using this assessment than when using the other PIAT assessments. This is because it has a substantially higher non-completion rate. About 15 percent of all children could not be assigned a PIAT comprehension raw score; this varied from about 14 percent for black and white children to 21 percent for Hispanic children (see Table 18). The non-completion rate did *not*, however, vary systematically by maternal education as children of high school dropouts were as likely to complete the assessment as children of college attendees. Thus, the primary distinction in completion rates appears to be linked with English language difficulty and not social class *per se*.

The reasons for the relatively higher non-completion rate are not entirely clear. In some instances, a child was not administered either the Reading Recognition or the Reading Comprehension assessment even though the child was at an appropriate age. In other instances, a valid Reading Recognition score was available but the interviewer simply neglected to assess the child on Reading Comprehension. More typically, the Reading Comprehension assessment was attempted, but the interviewer did not ask a sufficient number of items to obtain a basal or a ceiling. An apparent common problem was where an interviewer entered the Reading Comprehension subtest at a fairly low level, apparently tested a child, but did not record all of the responses. In some instances, it appears that she did not record any answers until the child began to answer incorrectly (i.e. early correct answers were left blank and not coded). In other instances, it appears that an interviewer inadvertently did not record all incorrect responses (when defining a ceiling), but only the first and final incorrect responses. These are, however, only impressions based on observation of a limited number of cases. The primary reason for invalid scores is, however, less complex; in some instances interviewers simply failed to follow the administration procedures. As with the other assessments, the researcher is encouraged to examine the scoring patterns for the invalid responses. Depending on one's research objectives, some flexibility in rescoring might be possible.

Regarding inter-assessment correlations, NLSY correlations between PIAT Reading Comprehension scores and the PPVT-R are generally somewhat lower than those reported in previous studies (Dunn and Markwardt, 1970, Table 14). For example, NLSY correlations were in the .26 - .36 range for five through seven year olds (Table 40) compared with .47 for first graders reported in the PIAT manual. (Note that correlations for five and six year olds were based on the PIAT Reading Comprehension raw scores, as a large proportion of children this age could not be assigned normed scores.) NLSY correlations with PIAT Mathematics were in the .45 - .61 range whereas the correlations reported in the PIAT Manual ranged from .62 for third graders to only .22 for first graders and .28 for fifth graders.

PIAT References.

Dunn, Lloyd M. and Frederick C. Markwardt Jr. 1970. Peabody Individual Achievement Test Manual. Circle Pines, Minnesota: American Guidance Service Inc.

Hammill, D. and G. McNutt. 1981. The Correlates of Reading. Austin, Texas: PRO-ED.

Naglieri, J.A. and P.A. Harrison. 1982. "McCarthy Scales, McCarthy Screening Test, and Kaufman's McCarthy Short Form Correlations with the Peabody Individual Achievement Test." Psychology in the Schools 19: 149-155.

The Peabody Picture Vocabulary Test - Revised (PPVT-R)

"The PPVT-R measures an individual's receptive (hearing) vocabulary for Standard American English and provides, at the same time, a quick estimate of verbal ability or scholastic aptitude." (Dunn and Dunn, 1981). This assessment is given to all children age three and over. The PPVT-R assessment protocol may be found on pages CS-53 through CS-59 in the 1986 Child Supplement. For the actual diagrams, one must access the PPVT Manual (Dunn, Lloyd M. and Dunn, Leota M., *PPVT-R: Peabody Picture Vocabulary Test - Revised Manual for Forms L and M*, Circle Pines, Minnesota: American Guidance Service, 1981.). The assessment consists of 175 vocabulary items of generally increasing difficulty. The child nonverbally selects one of four pictures which best describes a particular word's meaning. A child's entry point into the assessment is based on his or her PPVT age. While administration of the assessment is relatively straightforward, minority, particularly Hispanic, completion rates are relatively low. This may partly reflect the fact that this assessment was only given in English in 1986.

Children enter the assessment at an age-appropriate level although this is not essential to the scoring. A "basal" is established when a child correctly identifies eight consecutive items. (An exception to this is in those cases where a basal cannot be established. In these instances, a child is given a raw score of one.) A "ceiling" is established when a child incorrectly identifies six of eight consecutive items. A child's raw score is determined by adding the number of correct responses between the basal and ceiling to the basal score.

The PPVT-R was standardized on a nationally representative sample of children and youth. The norming sample included 4200 children in 1979 and norms development took place in 1980 (Dunn and Dunn, 1981). For a comprehensive discussion of this norming procedure, researchers should refer to the *PPVT-R Manual for Forms L and M* (Dunn and Dunn, 1981). The *PPVT-R Manual* provided information about the linkage between raw scores and standard scores, and the percentile score is mechanically determined by the known linkage between the standard and percentile score.

The researcher should be aware of the fact that the norming tables in the PPVT-R manual did not allow for norming raw scores which are linked with standard scores below 40 (i.e. more than four standard deviations below the mean). NLSY children scoring below the minimum are automatically assigned a "zero." American Guidance Service has prepared a set of tables called *PPVT Supplementary Norms Tables* for standard scores below 40. This document is available from American Guidance Service, Publishers Building, Circle Pines, Minnesota 55014. These tables were not used for NLSY children scoring in this range because the basis of these lowest scores is unclear and the precision of the estimates somewhat uncertain. It should be noted (and this will be detailed further in the data quality section) that the NLSY sample of children has a mean score and standard deviation substantially different from the national norming sample. The lower mean is, of course, consistent with the fact that children of less educated and more disadvantaged mothers are over-represented. Because of this, it should be noted that the NLSY sample includes disproportionate numbers of children who score very poorly. Indeed, over 12 percent of the NLSY children have standard scores below 70 compared with the less than 3 percent in the national norming sample. For this reason, as well as the fact that very large percentages of minority children, who might have language difficulties on this English language assessment, scored very low, it was decided to let the user make decisions about how to include the very lowest scores (who theoretically represent less than .003 percent of the overall population but .8 percent of our sample). Related to this, the reader should recall that the nature of the linkage between standard scores and percentile scores is purely mechanical; all children with standard scores below 62 are assigned "real" percentile scores of zero, as they are in the bottom one percent of the national distribution of PPVT scores for children their age.

Using the PPVT-R.

The Merged Child-Mother File includes three PPVT scores; a non-normed raw score (C2818.), a normed standard score (C2819.) and a normed percentile score (C2820.). The general norming procedures are described above. The standard score is based on a national mean of 100 and standard deviation of 15. In addition, as also noted above, ***children who have raw scores which would translate into standard scores below 40 are assigned a standard score of zero.*** The reason for this is discussed in the above section.

Parallelling the other Peabody assessments, the invalid scores are essentially of two kinds; children who were inadvertently not administered the PPVT-R even though they were age eligible (this includes a small number whose English apparently was not adequate for this assessment), and children for whom either a basal or ceiling could not be derived, and thus could not be scored. As with the PIAT Math and Reading Comprehension, it was possible to improve the overall quality and completion level by utilizing information on the actual responses where the "correct - wrong" check item was not recorded by the interviewer. This case retrieval procedure is discussed more fully in the PIAT sections of this document. Also, as with the PIATs, the user is reminded to use the PPVT age variable (C2817.) when controlling for or stratifying by age when using this assessment. Researchers who plan to use the PPVT-R data extensively are encouraged to examine the individual responses provided on the Raw Item Assessment file. Depending on an individual researcher's objective, it may be possible to increase one's effective sample by determining approximate (e.g. within 2 or 3 points of a "correct" score) scores for some additional children.

Data Quality of the PPVT-R Assessment.

The PPVT-R is among the best established indicators of verbal intelligence and scholastic aptitude across childhood. Since 1978, it is the fourth most frequently cited test in Mitchell's (1983) *Tests in Print*.

Numerous studies have replicated the reliability estimates from the PPVT-R's standardization sample (4200 children between two years, six months and eighteen years eleven months): Dunn and Dunn (1981) report a median split-half reliability of .80 (ranging from .67 to .88), a median parallel form reliability of .70 (ranging from .50 to .87), and a median nine to thirty-one day test-retest reliability of .78 (.52 to .90). Goldstein, Collier, Dill, and Tilis (1970) reported a twenty-one month test-retest reliability of .61 among 160 disadvantaged three to seven year olds, and Costello and Ali (1971) found a two week retest reliability of .77 among thirty-six black preschoolers, using the original PPVT assessment.

The PPVT-R demonstrates a high construct validity with a variety of intelligence tests. Its median correlation with other vocabulary tests was .71 (based on 55 criterion validity coefficients, ranging from .20 to .89); with other individual intelligence tests it ranged from .38 to .72 (based on 291 correlations ranging from -.16 to .92). Its correlation was higher with the Binet and Wechsler tests than with less well established tests; and correlations were higher with verbal intelligence (.66 to .71) than with performance (.46 to .65; Dunn and Dunn, 1981).

Because it demonstrates high predictive validity with a variety of achievement measures, combined with other information, the PPVT is an extremely important predictor of early and middle school outcomes. Median correlation with math achievement was .50 (based on sixteen correlations ranging from .27 to .77 with the Wide Range

Achievement Test (WRAT), California Achievement Test (CAT) and PIAT); with language achievement it was .44 (sixteen correlations, from .02 to .66 with the WRAT, PIAT, CAT and with Metropolitan Achievement Test (MAT)); with reading comprehension it was .63 (seven correlations from .42 to .70 with the CAT and PIAT); and with reading recognition it was .38 (WRAT) and .52 (PIAT) (fourteen correlations ranging from .01 to .72; Dunn and Dunn, 1981).

Zigler, Abelson, and Seitz (1973) found an inverse relationship ($r = -.53$) between the magnitude of the increased IQ on retest and the initial IQ estimate, indicating that a disadvantaged preschoolers' measured intelligence is influenced by anxiety and sociability during assessment, which are emotional patterns distinct from cognitive deficits and are measured by the temperament and interviewer relationships between sociability and cognitive performance.

Focusing on the NLSY sample of children, an overall completion rate of 87 percent was obtained for the PPVT-R. Nonresponse varied considerably across racial/ethnic groups as valid PPVT-R scores were obtained for 90 percent of white children, 86 percent of black children, and only 81 percent of Hispanic children (Table 18). The lower Hispanic rate partly reflects the fact that the PPVT-R is an English language assessment. Given the moderately high non-response rate, researchers are cautioned to consider the possibilities for bias as the invalid responses disproportionately include Hispanic youth as well as youth of mothers who had not completed high school.

Examining those children for whom scores are available, major differentials in PPVT scores may be noted (see Appendix Tables A13.1 through A13.10). Black and Hispanic children score substantially lower than white youth -- and these differentials are apparent for both older and younger children. Not surprisingly, the differentials by maternal education are substantial. Differentials by the age of the mother at the birth of the child are also considerable. Thus, the face validity of the instrument is relatively high, although, of course, the reasons for these differences are subject to varying interpretations.

Parallel multivariate analyses examining the independent determinants of a child's PPVT score for the younger (age three or four) children in the sample indicate that race/ethnicity, maternal education, and low family income remain significant independent predictors of PPVT score even when a full range of other socioeconomic and demographic factors are included in the regression analyses (Mott, 1988, cited in MSD Section).

Users may note one very important distinction between the PPVT-R and PIAT scores -- a difference of particular interest to those who plan to concurrently use both assessments. Whereas the PIAT assessments had surprisingly high mean scores (see PIAT discussions) for a sample which includes a disproportionate number of disadvantaged children, the PPVT-R means are substantially below those of the norming sample. The NLSY PPVT sample has a mean of about 92 and a standard deviation of 19. Only the white sample and the sample of children born to mothers with more than 12 years of school have means approaching the overall national average of 100. This large differential between the NLSY PIAT and PPVT-R mean scores undoubtedly at least partly reflects the fact that the PPVT-R norming sample is relatively contemporary (1979) whereas the PIAT norming sample is from the late

1960s. That the NLSY relatively disadvantaged sample has a mean significantly below that reported for a fully representative national sample of children is not surprising. Whether there are other causes for this difference is not known at this time, but the question warrants further evaluation. In this regard, it should be noted that even the most "advantaged" categories of NLSY children -- those who are young in 1986 and who have mothers who have attended college or who were born to relatively older mothers -- seem to have an under-representation of relatively high PPVT-R scores.

Turning now to the question of internally measured concurrent validity, it may be noted in Table 41 that the zero order correlations between NLSY PPVT-R scores and the various other assessments are frequently substantial and generally in line with what has been found in other studies. Depending on the child's age, the correlations between PPVT-R and PIAT Mathematics ranged from .47 to .57, with PIAT Reading Recognition from .30 to .56 and with PIAT Reading Comprehension from .26 to .60. Generally, the correlations were higher for older children. For younger children (between the ages of three and seven), the correlations with the Verbal Memory word/sentence assessments ranged between .33 and .41 and with the more complex Verbal Memory "story" assessment from .21 to .34. It is also of some interest to note that the PPVT-R assessment correlated fairly well with the HOME cognition (.28 - .43) and emotional support (.20 - .38) subscales, suggesting the potential importance of the linkages between environmental influences and a child's PPVT-R score. There is also some support for the notion that these linkages are stronger for younger children.

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Robertson, G. and J. Eisenberg. 1981. PPVT-R Technical Supplement. Circle Pines, MN: American Guidance Service.

Zigler, W.E., W. Abelson, and V. Seitz. 1973. "Motivational Factors in the Performance of Economically Disadvantaged Children on the PPVT." Child Development 44: 294-303.

The Child Supplement Interviewer Remarks Sections

At the conclusion of each section of the Child Supplement, there is a series of interviewer remarks which are meant to clarify the environmental conditions which existed while a particular assessment was being given. These remarks are all grouped together on the merged Child-Mother file immediately following the Child Supplement Section 10 (PPVT-R) scores. The items from Section 11 of the 1986 Child Supplement, which include a summary evaluation of the testing conditions completed by the interviewer immediately after the entire interview, may be found in the documentation as a subset of the Temperament items (see C2672.11 - C2672.43). The interviewer remarks specific to each assessment are listed as reference numbers C2900. through C3123. in the merged Child documentation. Users are encouraged to use these interviewer observations when evaluating quality issues associated with assessment reliability. It may be noted that in the vast majority of cases, interviewers indicated no particular problem; they viewed the interviewing environment as quite appropriate, indeed positive. Where an interview ended prematurely, the reason for this premature termination is noted in the remarks section. Based, of course, on one's research intentions, individual researchers can choose to exclude certain children from their study. For example, children who experienced significant interference or who appeared tired (perhaps because it was the last of several assessments which the child had taken), could be excluded from analyses. In addition, users may wish to check if the interviewer noted if the child had any particular language or comprehension difficulties.

In some instances the interviewers neglected to complete the remarks section. Thus, *users should proceed with caution when using an interviewer remarks section which suggests that no individuals were present, since this was an unlikely scenario, particularly where small children were being assessed.* Particularly with respect to those interviewer remark questionnaire items which define the presence or absence of parents or siblings, a positive response (i.e., one or greater) indicates that that particular relative was present. However, the absence of that relative was typically not coded zero. Thus, the category "missing", which is coded -6, includes all categories of children *other than* (1) those situations where a particular relation was acknowledged to be present, or (2) those cases where the mother was not interviewed in 1986 (coded -5).

1988 NLSY Data on Children

The 1988 NLSY survey includes considerable data collection which will enhance the value of the existing maternal and child data in a number of important topical areas of particular interest to the social science and child development community. These data should be available to interested researchers in early 1990, prepared in essentially the same form as the 1986 NLSY child data.

The 1988 data collection effort repeated many of the assessments that were included in the 1986 survey. More precisely, all children took the (same) assessments for which they were age-eligible in 1988 with the following exceptions: (a) children who were age-eligible for Memory for Location, Digit Span, or Verbal Memory; and who had already taken this assessment in 1986; and (b) children who were below age 10 or age 12 and above who had already taken the PPVT in 1986 did *not* repeat those assessments in 1988. Children who were eligible for the first time for these three assessments, and who did *not* take them in 1986 completed these assessments. In addition, 10 and 11 year olds who had already taken the PPVT and Digit Span in 1986 *did* repeat the assessments in 1988. These children form the basis of an "index child" group. In subsequent survey rounds, it is anticipated that 10 and 11 year olds would continue to receive the PPVT and Digit Span assessment. This ultimately will provide a base year common achievement measure for all children in the survey.

In summary, all children who were age-eligible to take (1) Body Parts; (2) What I Am Like; (3) PIAT Math and Reading; (4) the HOME; (5) motor/social development; (6) Behavior Problems; and (7) How My Child Acts took the appropriate assessment(s). Only children who were age-eligible in 1988 to take Memory for Location, Verbal Memory, and PPVT and Digit Span who had *not* completed these assessments in 1986 took these assessments in 1988. Finally, all 10 and 11 year olds repeated the PPVT and Digit Span assessments in 1988. These assessments were given in the same manner as in 1986 and the protocols were generally as indicated in the 1986 mother and child supplements, with some revisions suggested by the 1986 results.

There are approximately two years and three months between the two child assessment dates. The assessment material collected in 1986 permits researchers to consider the *level* of a child's intellectual and socio-emotional development in relation to the full range of background information available. However, except by making longitudinal inferences from cross-sectional data, the 1986 assessment cannot be used directly to infer how child *development* is linked with 1986 or prior cross-sectional attributes. To properly measure how child *development* is linked with other factors requires the repetition of the development outcome information at more than one point in time. That is, at the micro disaggregated level of analysis it is essential to measure how *changes* in intellectual or socio-emotional development are linked to other attributes and changes in other attributes. For this reason, many of the child cognitive achievement and socio-emotional measures were repeated in the 1988 survey round. It was deemed less important to repeat the assessments that are generally considered to have a large aptitude (as opposed to achievement) component since normed scores on these assessments should remain relatively stable over time. For this reason, (as well as because of cost constraints) some of the assessments were not repeated for all children.

In addition to updating the maternal and child health information for children born between the 1986 and 1988 surveys, the 1988 survey round also included a variety of new data elements relating to the children of the NLSY women. First, a series of questions on lifetime injury experiences of the children with several extensive probes relating to injuries during the past year were included. These will complement the other illness/physiological development items. The 1988 survey round also included a battery of questions (addressed to both children age 10 and over and their mothers) addressing a variety of issues related to the child's interaction with parents and peers, his or her school success, and his/her evolving sexuality. This information will provide crucial insights into how prior family and maternal behaviors are linked with a variety of preadolescent and adolescent outcomes and how these outcomes are linked with longer and shorter-term changes in cognitive and emotional development. Specifically, the 1988 survey round included a series of questions probing into child-parent interaction, child employment, school satisfaction and success, religion and religiosity, substance use, interaction with peers, attitudes toward the future, and sexuality.

A more abbreviated series of new questions was addressed to the child's mother in 1988. These questions focused on the child's school behavior and activities, general child behavior, information about a parent's dating behavior (if not married) and a few items about father-mother interaction. It is anticipated that the addition of these items will provide important insights into the processes associated with the transition to adolescence, and how social, intellectual, and physiological factors may impede or contribute to early sexual activity or premature school termination.

6

THE NLSY CHILD DATA TAPES

This section provides technical information on the NLSY Child data files that are currently available to the public. The major characteristics of the data files are described, suggestions for file manipulation and data management are outlined, and tape ordering information is provided. Sample SAS programs for users who wish guidelines for combining data from the Merged Child-Mother data file with either the Child Assessment Raw Item file or the NLSY Main file are detailed in Appendix E.

Current NLSY Child Data Tapes

The 1986 Child Assessment Raw Item tape contains 1500 variables that correspond directly with the 1986 Child and Mother Supplements for the 4971 NLSY children who were assessed in 1986. The Raw Item variables reflect the data as originally collected in the field, with no significant editing or cleaning. The tape is only available as a raw file written either in EBCDIC or ASCII format.

The 1986 NLSY Merged Child-Mother Data file, available either as a raw file or SAS system file, contains 3,402 variables on the 5,876 children born to NLSY female respondents who were identified as mothers by 1986. This tape features considerable background information on the mothers of the children as well as prenatal, postnatal, childcare, health, and assessment data on the children themselves. Unlike the Raw Item file, the Merged Child-Mother tape also contains a series of summary scores based on the 1986 assessment data.

Tape Format

The NLSY Child data tapes are written in EBCDIC or ASCII format. The Merged Child-Mother file is also available as a SAS system file. If SAS transport files are ordered, it is assumed that users will convert these files to local SAS system files. The space allocation on all systems is very important for creating SAS system files. Users should consult the current SAS USER'S GUIDE© about file size, memory, and work space requirements.

How to Manipulate the Child Files

Appendix E provides various types of examples on how to merge or extract data on the Child data files. Appendix E1 includes a sample SAS program for users wishing to merge a mother-based file taken from the NLS Youth main dataset with the Merged Child-Mother file. For details on how to create an extract of variables from the NLSY main file, see the section on Public Use Tapes (pp. 124-126) in the 1988 *NLS Handbook*. Users who prefer to use the Merged Child-Mother file for mother-based analyses can find SAS statements in Appendix E2 for extracting a file of mothers from the NLSY Child-Mother file. A procedure for merging data from a *SAS version* of the Merged Child-Mother file with the Child Assessment Raw Item file is suggested in Appendix E3. These same procedures are outlined in Appendix E4 for users needing guidelines on how to merge a *raw version* of the Merged file with the Raw Item file.

Standardized Coding Conventions

In order to facilitate data processing, the following coding conventions have been followed:

(1) With the exception of child variables C256., C261., C266., C271., and C276., uniform non-response codes have been utilized.

-5	Non-interview
-4	Valid skip
-3	Invalid skip
-2	Don't know
-1	Refusal

Missing values for the above five Child Sibling variables are explained in Section 4.

(2) Dichotomous variables of a yes/no variety are uniformly coded ("Yes" =1; "No" = 0). Other dichotomous variables have frequently been reformulated to permit this convention to be followed.

(3) To insure respondent confidentiality, income and asset variables exceeding particular limits are truncated so that values exceeding the upper limits are converted to a set maximum value. For specific information on the yearly income levels, please consult the discussion of Income and Earnings of Mother and Her Spouse in Section 4 of this Handbook.

Tape Ordering Information

Persons interested in purchasing an NLSY data file should complete the NLS Tape Order Form which can be found at the end of this section. Those wishing to purchase *extra* documentation items should attach a copy of the Documentation Order Form which appears at the end of Section 7 of the Handbook.

NLSY files are available in a variety of coding conventions, labeling and density options. Since NLSY tapes are normally processed at 6250 BPI, users needing lower density should contact the Center's Data Processing Unit. Users should specify on the order form whether they wish a SAS IBM file or a SAS Export file. Documentation for the SAS files is the same as that provided for the raw files except that SAS variable names are used instead of column numbers that identify variable tape locations. Details on the documentation that accompanies each file are discussed in Section 7 of this Handbook.

Prices for the various NLSY files are listed on the NLS Tape Order Form at the end of this section of the Handbook. A check or purchase order must accompany each order. All tape orders include complete sets of documentation. Individual documentation items or additional sets of documentation can be purchased by completing the Documentation Order Form. These prices are subject to change.

Guidelines for Management of NLSY Data Files

Many researchers who acquire the files revise them by reformatting, subsetting, or creating new variables. Since CHRR can accept responsibility only for the tapes and documentation which it has supplied, users who intend to modify and/or copy the data should develop a set of standard operating procedures to guarantee the integrity of the tapes furnished by CHRR. The following guidelines are suggested:

(1) A copy of each original tape should be made as soon as possible. Changes should never be made to a tape received from CHRR.

(2) All modifications should be carefully documented; programs and program specifications should be saved.

(3) New output tapes should be used for all subsequent revisions.

(4) The addition of locally created variables will usually entail expansion of the logical record length. Since many users will later wish to obtain future versions of the data files from CHRR, which will contain both new variables and corrections to existing variables, user-designed modifications should be planned with flexibility in mind.

(5) In subsetting, interrelationships among variables should be kept in mind.

(6) The codebook should be kept up to date.

(7) Any technical problems encountered in using a data tape should be reported to the NLS Public Users Office as soon as possible.

Current NLS Main Youth Data Tapes

The following is a brief list of the data tapes related to the NLS Main Youth data that are currently available. Users interested in more information on these files should consult the current *NLS Handbook* or contact the CHRR NLS Public Users Office, (614) 263-1682, USERSVC@OHSTHR.

(1) NLS Youth Tape, 1979-1987 or current year only - comprehensive files for each NLSY respondent that reflect each year's total number of variables as well as a number of created variables on such key constructs as marital status, family income, employment status, highest grade completed.

(2) NLSY Work History Tape, 1979-1987 - a week by week longitudinal record of the labor force attachment of each NLSY respondent from 1/1/78 through the current survey date.

(3) NLSY Geocode Tape: 1979-1982 - approximately 2200 geographic and environmental variables including: state, county, and SMSA of current residence; all residences since 1/1/78; state or country of birth; current employer's state and county location; and a variety of variables extracted from the 1972 and 1977 *County and City Data Book.* This tape as well as the 1983-1987 tape described below can only be made available to researchers who have their institution complete the confidentiality guarantee form available from CHRR Public Users Office.

(4) NLSY Geocode Tape, 1983-1987 - about 70 variables for each survey year including: the state, county, and SMSA/MSA of current residence; location and FICE code of most recent college; location of military base; and a select number of environmental variables from the 1983 *County and City Data Book.*

(5) NLSY Women's Support Network: 1983-85 - Created by NORC, this file details the geographic proximity of the relatives, friends, and acquaintances of 6308 NLSY females interviewed during 1983-85.

NLSY Tape Order Form

Researcher:
Organization:
Department:
Address:

City: State: Zip Code:
Telephone:

If shipping and/or billing address differs from the address listed above, please indicate below and attach correct address labels to this order form.

[ ] Different Shipping Address [ ] Different Billing Address

NLSY DATA FILES

Please indicate the NLSY data files you wish to purchase. Complete documentation is included with each order.

[ ] NLSY Files	1979-87				$ 350
[ ] NLSY SAS Files	1979-87	Specify:	[ ] IBM SAS or	[ ] SAS Export	$ 350
[ ] NLSY Files	1987 Only	Specify:	[ ] Multiple File or	[ ] Flat File	$ 100
[ ] NLSY Work history	1979-87				$ 125
[ ] NLSY Geocode	1979-82				$ 50
[ ] NLSY Geocode	1983 -87				$ 50
[ ] NLSY Child Assessment Raw Item File	1986				$ 100
[ ] NLSY Merged Child-Mother Data File	1979-86				$ 150
[ ] NLSY SAS Merged Child-Mother File		Specify:	[ ] IBM SAS or	[ ] SAS Export	$ 150
[ ] Other(s):					$
[ ]					$

Please circle the appropriate tape specifications. All NLSY tapes are processed at 6250 BPI. If a lower density is needed, please contact the Center's Data Processing Unit at the telephone number/BITNET address listed below.

Code Convention		Label			Maximum Blocksize	
EBCDIC	ASCII	IBM Standard	ANSI	None	16K	32K

Please return this order form with purchase order or payment to: the NLS Public User's Office, Center for Human Resource Research, 650 Ackerman Road, Suite A, Columbus, Ohio 43202 (614-263-1682 or USERSVC@OHSTHR).

FOR CHRR USE ONLY

Date Received	P.O. #	Invoice #
Total Order	Amount Paid/Check #	Date Mailed

7

NLSY CHILD DOCUMENTATION

The following section describes the NLSY Child documentation packages and the primary components of the NLS main Youth documentation. One set of hardcopy documentation is provided to data tape purchasers. Extra sets of documentation and individual documentation items are available at the prices listed on the documentation order form. Select documentation items (codebook and numeric) are also provided on the data tape. The Center encourages researchers who are considering the applicability of the NLSY Child data for their research needs to purchase, at a minimum, a set of assessment instruments. Documentation purchase prices will be subtracted, upon request, from the cost of any subsequent tape ordered.

This section concludes with a Quick Reference Guide to terms utilized throughout the NLSY Child documentation. An NLS Documentation Order Form can be found at the end of this section.

1986 NLSY Child Documentation

Child Assessment Instruments

Copies of the Child Supplement and Mother Supplement Questionnaires used in the field are provided with each data tape order. The discussion of NLSY Child Interview Materials in Section 2 of this Handbook provides complete descriptions of these instruments.

Child Codebooks

The codebook is the principal element of the documentation system containing information that is intended to be complete and self-explanatory for each variable in the file. The codebook depicts for each variable: a child reference number, variable description, coding information, frequency distribution, the variable location, as well as a reference to the location in either the Mother or Child Supplement.

Separate codebooks are available for both the Merged Child-Mother file and the Child Assessment Raw Item File but they differ in the way they identify variables. The Merged Child Codebook identifies variables with sequential "C" reference numbers while the Raw Item File Codebook uses a prefixed deck and column number that refers to specific questions in the Child and Mother supplements. The Merged Child-Mother Codebook also specifies whether variables are constructed or drawn directly from the main Youth file. An asterisk (*) in parentheses next to the child reference number indicates that a variable is created from several inputs. Any variable based directly on an item from the main file is keyed with the corresponding Youth "R" reference number as well as the question number from the main Youth survey instrument in which it appeared.

Merged Child-Mother Numeric

This index is a numerically arranged listing of all variables as they appear within the file. The order of the variables on the index generally follows a topical sequence. These groups of variables are described in detail in Section 4 of this Handbook. The numeric includes the following information for each variable: the child reference number, the NLSY main file reference number where relevant, variable description, and variable location on the tape. There is no numeric index for the Child Assessment Raw Item File.

Merged Child-Mother SAS Documentation

Users who order the Child-Mother data in the form of a SAS system file are supplied with a Codebook and a Numeric Index that match the tape. Variables are named by their reference numbers (zero filled): C 100. is identified as variable C0010000 and C1098.10 becomes C0109810. The actual data file includes variable labels which are 40 character versions of the longer titles that appear in the Codebook and numeric. No informats or PROC FORMAT values are included on the tape. SAS system files can be read with "SET", "MERGE", and "UPDATE" commands and by "DATA=", as in the PROC CONTENTS example included with the tape.

Quick Reference Guide: NLSY Child Documentation

The following are brief definitions of the various types of information which appear within the NLSY Child Codebook and numeric indices. Wherever possible, reference is made within each definition to actual items found in the Child Codebook.

Coding Conventions (Missing Responses)

Five missing response coding conventions are utilized within the NLSY Child data: (1) noninterview (-5); (2) valid skip (-4); (3) invalid skip (-3); (4) don't know (-2); and (5) refusal (-1). Exceptions to this pattern are noted in Section 4 of this Handbook, Description of the NLSY Child Data.

Coding Information

Appearing below the variable description in each codebook entry is the set of legitimate codes that a variable may assume along with a text entry describing the codes. Code entries can either be:

(1) discrete (categorical), as in the case of the NLSY Child example

C 696. EMPLOYMENT STATUS RECODE OF MOTHER 81 INT COLS/FMT
2628/2634 (7)

1	WORKING
2	WITH JOB NOT AT WORK
3	UNEMPLOYED
4	KEEPING HOUSE
5	GOING TO SCHOOL
6	UNABLE TO WORK
7	OTHER
8	IN ACTIVE FORCES

or

(2) continuous (quantitative), as in the case of the example

C 697. TOTAL HOURS WORKED BY MOTHER DURING SURVEY WEEK 81 INT

ACTUAL HOURS

42	1-4
78	5-9
122	10-14
108	15-19
175	20-24
129	25-29
235	30-34
225	35-39
729	40-44
113	45-49
98	50+

Where coding information is especially complex and detailed, codebook entries will refer the user to the various NLSY documentation attachments.

Derivations

In certain cases, the Codebook will refer the user to a variable creation appendix (such as NLSY Appendix 2, Total Net Family Income) for the decision rules that were used in creating a variable, since the creation is too extensive to be included in the Codebook.

Description of Variable

Adjacent to each child reference number in the Codebooks and the Numeric is a phrase which: (1) provides a brief summary of the content of the variable, (2) serves as a heading for the cases which appear below it, and (3) represents the variable within the numeric index. Several conventions have been used in developing the variable descriptions:

(1) Use of the phrase "XX INT," as in the Codebook example above (81 INT), means that the variable relates to the indicated *survey year*. When a date follows a verbal description of a variable and is preceded by the preposition "in 19XX", the date identifies the calendar year for which the relevant information was collected. For example:

TOTAL INCOME FROM ALIMONY OR CHILD SUPPORT RECEIVED IN 1979 80 INT is the amount of support received in the 1979 calendar year as reported in the 1980 survey.

To ascertain exact time periods covered, users should consult the wording of the questionnaire item and the time at which the survey was conducted.

(2) Dichotomous variables are usually put in question form. For example:

DOES CHILD HAVE LEARNING DISABILITY? 86 INT

(3) Universe or subsetting information may appear in parentheses in the title. For example:

REASON MOTHER BEGAN LOOKING FOR WORK (UNEMPLOYED) 79 INT

(4) The word *KEY* in the variable description denotes constructed variables taken directly from the NLSY main file. These items, which are widely used and difficult to create, are provided routinely to all users of the NLSY data.

Frequency Distribution

In the case of discrete (categorical) variables, frequency counts are normally shown to the left of the code categories. In the case of continuous (quantitative) variables, a distribution of the variable is often presented using a convenient interval. The format of these distributions varies. In the case of the example, C 697. TOTAL HOURS WORKED BY MOTHER DURING SURVEY WEEK (cited in the Coding Information subsection above), the frequency count is straightforward. There are eleven categories; the maximum category shown is "50+" representing 50 hours or more, for which there is a frequency count of 98.

Questionnaire Item or Questionnaire Location

For variables in the Child-Mother file that have a direct connection to a particular item in the NLSY main file, the Merged Child-Mother Codebook includes a reference to the main survey questionnaire location. For example, child variable C 181. is linked to question S01Q01A in the 1979 main Youth questionnaire. Three questionnaire location conventions have been used in assigning main Youth question numbers:

(1) For the 1979 variables, the NLS main Youth questionnaire item refers to the section and question number within that section. For example, (SO2Q01A) refers to Section 2, question 1A.

(2) Questionnaire items for the years 1980-82 are referenced accordingly: SO2D0415 refers to Section 2 of the questionnaire (SO2); deck 4 (D04); and column 15 (15).

(3) Beginning with the 1983 survey, questionnaire items are identified simply by the deck and column number of the variable in the questionnaire: Q0163 refers to deck 1, column 63.

For a detailed discussion of this numbering system in the NLSY main Youth documentation, see the NLSY DOCUMENTATION section of the current *NLS Handbook*.

If an NLSY child variable is not based directly on an item from one of the NLS main Youth survey instruments, the parentheses in the first line of each Codebook entry normally reserved for a main Youth cross reference are filled by an asterisk (*). The following categories of variables generally have no main Youth cross reference numbers: (1) assigned identification numbers for the child and related NLSY respondents, (2) all derived or constructed ("created") variables, and (3) variables from the following special surveys: Profiles (ASVAB), the School Survey, and the Transcript Survey.

Location information for the questionnaire items are depicted within the main Youth survey instruments as follows. The deck numbers are printed at the top of each page in the survey instruments beginning in 1980. The column numbers are printed to the left of the questions. If the variable contains more than one digit, the column reference is to the first number in the column range for that variable.

Reference Number

The reference number is a unique identification number assigned to each variable which determines its relative position within the Codebook and which will remain constant through subsequent revisions of the files. The format of the child reference number in the Merged Mother-Child documentation is CXXXX.XX for the Child data and RXXXXX.XX for the NLS main Youth. The "MS" and "CS" reference numbers in the Codebook and numeric of the Child Assessment Raw Item File directly reflect the deck and column number of the Mother or Child Supplement, preceded by the appropriate 2-letter prefix. The reference number is the way to identify a particular variable when communicating with CHRR. If one obtains a SAS version of the data, there are two implied decimal places; the reference numbers are in the form RXXXXXXX and CXXXXXX.

Valid Values Range

Depicted below the frequency distribution in the Codebook is information relating to the range of valid values for that particular distribution. "MINIMUM" indicates the smallest recorded value, exclusive of missing values, and "MAXIMUM" indicates the largest recorded value. In the case of the "TOTAL HOURS WORKED" example above, the minimum is 1 and the maximum is 96.

Variable Location

NLSY Codebook entries depict the variable location directly below the label "COLS/FMT." In the example, C696. EMPLOYMENT STATUS RECODE 81 INT, the numbers 2628-2634 (7) in the Codebook indicate that the variable is in columns 2628-2634 and has a length of seven.

NLSY Main File Documentation Items

The following is a brief discussion of the items from the complete set of NLS Youth main file documentation that are relevant to the Child data. Many of these documents are mentioned in various parts of this Handbook, particularly in the discussion of the variables on the Merged Child-Mother file. Several references to NLSY main survey Attachments and Appendices appear in the Merged Child-Mother Codebook. Users who wish a detailed account of the entire set of NLS main Youth documentation, of which only a subset is discussed below, should consult the current *NLS Handbook* as well as the list that appears on the NLS Documentation Order form at the conclusion of this Section.

NLSY Survey Instruments

A copy of each survey year's questionnaire, the various versions of the household interview forms, yearly income table, the employer supplement, and jobs calendar are provided with each data tape order.

NLSY Background Materials

Technical Sampling Report - Youth Survey contains detailed descriptions of the procedures utilized to select the civilian and military youth samples including weights and standard errors for the initial survey years.

Technical Sampling Report Addendum presents in tabular form the standard errors and deft factors for the 1982-1987 survey years.

Household Screener and Interviewer's Manual contains: (1) the instructions given to NORC interviewers conducting the 1978 preliminary screening of households from which the two civilian youth samples were drawn; (2) question by question specifications for the household screener interview form; and (3) a completed sample screener.

NLSY Glossary of Terms provides definitions of over 80 key terms and acronyms used throughout the NLSY documentation and related publications.

NLSY Codebook

The NLS main Youth Codebook depicts for each variable: a reference number, variable description, coding information, frequency distribution, the file name and variable location, and a reference to the questionnaire location. Derivations for certain created variables as well as selected universe information are also provided.

NLSY Numeric Index

This index is a numerically arranged listing of all variables as they appear in each of the NLSY files. The main Youth numeric includes the following information for each variable: the reference number, variable description, survey year, questionnaire number, and variable location.

NLSY KWIC Index and Dictionary of Keywords

The "keyword-in-context" index has been designed to assist users in identifying and locating variables relevant to their research interests. The document is an alphabetically arranged list of the keywords, and under each, a list of all variables by KWIC title whose descriptions contain the keyword. In addition, the index provides the following cross-referencing information: the reference number, questionnaire number, survey year, and the record type name and variable location for each NLSY variable. To facilitate use, a Dictionary of Keywords cross-referenced with related terms is provided.

NLSY Main Survey Attachments and Appendices

Supplementary coding categories and derivations for selected variables can be found within the various NLSY attachments and appendices. The items in the subset listed below are referred to directly in the Child documentation.

Attachment 3 - Industry and Occupation Codes: a compilation of: (1) The 3-digit 1970 Census classifications, (2) the 3-digit 1980 Census codes which have been used, beginning with the 1982 main survey, to classify most current or most recent job, and (3) the 1977 military occupational specialty codes used to classify responses to the 1980-1985 questions on military jobs and military occupations.

Attachment 8 - Health Codes: a modified version of the International Classification of Diseases (ICD-9) codes [International Classification of Diseases, Volumes 1 & 2, Geneva, WHO, 1977-1978] which were used, during survey years 1979-1982, to classify types of health problems delimiting the amount or kind of work a respondent could do. Also included is a list of numeric codes identifying the parts of the body affected by health problems.

Attachment 103 - Religion Codes: the various denomination categories used to code the 1979 religion of respondent questions and the 1982 religion questions.

Attachment 106 - Profiles of American Youth: general and technical information on the 1980 administration of the ASVAB (Armed Services Vocational Aptitude Battery) to NLSY respondents. Included in this attachment are technical notes on the ASVAB scale scores, an annotated bibliography of DOD publications, an example of the test score report, and various brochures disseminated to participating respondents.

Appendix 1 - Employment Status Recode (ESR) Variable Creation 1979-87: the adapted version of the fortran program used to create this measure of main labor force activity during the survey week.

Appendix 2 - Total Net Family Income Variable Creation 1979-87: the code used to create this key income variable for each survey year.

Appendix 3 - Job Satisfaction Measures 1979-82: background information and yearly reference numbers for both the scale items and global satisfaction measures of the modified Quality of Employment Survey scale administered in the 1979-1982 surveys. Additional references and a methodology for constructing the full scale are also presented.

Appendix 4 - Job Characteristic Index 1979 & 1982: background information, reference numbers, questionnaire locations, and additional references for the job complexity questions asked in these two survey years.

High School & Transcript Surveys Codebook: background information on the sample design, field work, and types of variables collected during the three rounds of this special survey. Included is a transcript survey codebook, instructions for coding courses, course codes, copies of the transcript coding form and school questionnaire, as well as additional references to other technical reports prepared by the sponsoring agency, the National Center for Research in Vocational Education.

Optional NLSY Documentation Items

The following items are not automatically provided as part of the NLSY main documentation package but are available upon request for a fee:

(1) Interviewer's Reference Manuals which reproduce facsimiles of survey instruments (the questionnaire, employer supplement, household interview forms, face and information sheets, etc.) which include the detailed administration instructions for the NORC interviewers.

(2) Flow Charts for each survey year which graphically depict the often complex skip patterns of each survey instrument.

NLSY Special File Documentation Items

The NLSY special data tapes, i.e., the Work History file, the 1979-1982 and the 1983-1987 Geocode tapes, and the Women's Support Network file are accompanied by their own documentation. Users interested in these files and their documentation should consult Section 3 of the current *NLS Handbook*.

NLS Documentation Ordering Information and Order Form

Various components of the NLS documentation can be purchased separately by those investigating the applicability of the NLS for their research needs. The Documentation Order Form, which can be found at the end of this section, presents available documentation packages and prices. Documentation purchase prices will be subtracted, upon request, from the cost of any subsequent data tape ordered.

NLS Documentation Order Form

Name:____
Organization:____________________________________
Department:____________________________________
Address:_______________________________________
City________________State:____________Zip:____________
Phone: (________)______________________________

NLSY DOCUMENTATION

NLSY main file documentation is available for either all survey years or the most recent survey year. Select items (survey instruments, flowcharts, and interviewer reference manuals) can be purchased by year.

NLSY Survey Instruments	☐	All Years(Y01)	$	90.00
	☐	Single Year (C01) Specify Year(s):	$	10.00
NLSY KWIC Index	☐	All Years(Y02)	$	25.00
	☐	Current Year(C02)	$	5.00
NLSY Numeric Index	☐	All Years(Y03)	$	15.00
	☐	Current Year(C03)	$	5.00
NLSY Codebook	☐	All Years(Y04)	$	65.00
	☐	Current Year(C04)	$	15.00
NLSY Attachments & Appendices	☐	All Years(Y05)	$	6.00
	☐	Current Year(C05)	$	3.00
NLSY Technical Sampling Report & Addendum	☐	All Years(Y06)	$	5.00
	☐	Current Year(C06)	$	1.00
NLSY Household Screener & IRM	☐	1978 (Y08)	$	7.00
NLSY Complete Documentation Set	☐	All Years(Y09)	$	230.00
	☐	Current Year(C09)	$	45.00
NLSY Flowcharts	☐	All Years(Y10)	$	27.00
	☐	Single Year (C10) Specify Year(s):	$	3.00
NLSY Interviewer Reference Manuals	☐	All Years(Y11)	$	90.00
	☐	Single Year (C11) Specify Year(s):	$	10.00
Other:	☐	(D999)	$	
	☐	(D999)	$	
	☐	(D999)	$	

NLSY SPECIAL FILE DOCUMENTATION

☐ NLSY Workhistory Documentation - All Years	(S01)	$	15
☐ NLSY Geocode 1979-82 Documentation	(S02)	$	5

☐ NLSY Geocode 1983-87 Documentation	(S03)	$	6
☐ NLSY 1986 Child Raw Item File Documentation	(S04)	$	15
☐ NLSY 1979-86 Merged Child-Mother Documentation	(S05)	$	25
☐ NLSY Child Assessment Packet - 1986	(S06)	$	15
☐ NLSY Supplemental Fertility Documentation	(S07)	$	5
☐ High School & Transcript Survey Codebook	(S08)	$	6
☐ Profile of American Youth - Attachment 106	(S09)	$	3
☐ Fertility Related Data in the 1982 NLSY	(S10)	$	7
☐ Evaluation of Fertility Data - 1983 NLSY	(S11)	$	7
☐ Selected Tables: NLSY	(S12)	$	2
☐ Child Assessment Measures in the 1986 NLSY	(S13)	$	2
☐ Inconsistencies in Marital History Memo	(S14)	$	1
☐ Inconsistencies in Age at Birth Memo	(S15)	$	1
☐ Other:	(D999)	$	
☐	(D999)	$	

ORIGINAL COHORT DOCUMENTATION

Original cohort documentation is available by cohort and includes all survey years for each cohort ordered.

Specify cohort: Men(M) Women(W) Young Men(B) Young Women(G)

☐ Set of Questionnaires	(01)	$	12.00
☐ KWIC & Numeric Indices	(02)	$	20.00
☐ Codebook	(04)	$	50.00
☐ Attachments	(05)	$	8.00
☐ Codebook Supplement	(07)	$	8.00
☐ Household Record Cards & Flow Charts	(08)	$	2.00
☐ Complete Documentation Set	(09)	$	100.00
☐ Set of Interviewer Reference Manuals	(11)	$	25.00
☐ Other: ____________________	(D999)	$	
☐ ____________________	(D999)	$	

FOR CHRR USE ONLY

Date Received	Total Order	Total Paid
Check #	Invoice #	Date Mailed

Return order form with check made payable to the Center for Human Resource Research to: NLS Public User's Office, Center for Human Resource Research, The Ohio State University, 650 Ackerman Road, Suite A, Columbus, Ohio 43202.

8

NLS PUBLIC USER SERVICES

The CHRR offers NLS users a number of services in connection with the release, dissemination, and support of the NLS data. The Center serves as a clearinghouse for information related to the NLS as well as a source of technical and research assistance for individuals interested in or actively using the data.

User Problem Identification

As research proceeds with the NLSY Child data, questions may arise concerning suspected errors in the tapes or the documentation. Users who identify what they believe to be errors in the content of the data files are urged to contact the NLS Public Users Office at the Center. The user should identify the problem as precisely and in as much detail as possible and provide the following types of specific information:

(1) a brief statement of the problem;

(2) the variable(s) in question identified by reference number(s);

(3) the universe of respondents;

(4) a copy of the computer output which gave rise to the question; and

(5) the name and telephone number of the person to be contacted in the event further information is required.

CHRR Problem Resolution and Error Notification

The Center will investigate all problems brought to its attention and make every effort to notify the public user in a timely manner of the problem's resolution. All known errors with corrections are announced in the quarterly NLS newsletter and are made available to BITNET users via NLSERVE, discussed below. In addition, hard copy notification of errors which have not been corrected on the data files are provided within the documentation package. When substantive errors are discovered, the Center will notify by mail all persons who previously purchased the data file in question. If the error is of major consequence, an update tape with the corrected variable(s) is provided to Center purchasers. Researchers who acquire NLS data from other sources are encouraged to notify the NLS Public Users Office that they wish to receive such error update notifications. Such users will not, of course, be eligible to receive update tapes free of charge. In addition, users detecting errors on tapes they received from other sources should clarify, if possible, whether the error also appeared on the version of the tape originally obtained from CHRR.

BITNET Services

BITNET users can directly access up-to-date data file information and certain NLS publications via NLSERVE, a CHRR file server. There is no charge for these electronic documents and delivery is direct to the user on BITNET. The following items are currently available via NLSERVE:

(1) the NLS newsletter "NLSUPDATE",
(2) selected NLS research papers,
(3) update notices on data file and documentation errors,
(4) data file and publication order information.

BITNET users should use the following command syntax and the NLSERVE commands listed below.

```
For VAX/VMS users:  SEND NLSERVE@OHSTHR nlserve_command
e.g.,               SEND NLSERVE@OHSTHR HELP

For IBM/VM users:   TELL NLSERVE AT OHSTHR nlserve_command
e.g.,               TELL NLSERVE AT OHSTHR HELP
```

For IBM/MVS TSO users: Command syntax is site dependant, consult your local user services representative.

Valid NLSERVE commands are:

HELP - For help information, broadcast directly to the user's terminal device.
INFO - For general introduction to the Center and NLSERVE.
DIR - For a directory listing of available files.
SEND filename.filetype - For requesting a specific file.

To subscribe to the NLS newsletter, "NLSUPDATE," and the data update service, users should request the file - SUBSCRIBE.INFO. When the newsletter is issued (quarterly), or when a data update is available (immediately), distribution to subscribers is automatic via BITNET.

CHRR Staff Assistance

Staff members of the Center are available to assist public users. They can be reached either through their BITNET address listed below or through the Center's general mailing address and phone number. Users are encouraged to fully utilize their own resources, both print NLS materials and their local computer support staff, prior to contacting the Center for assistance.

Inquiries about any of the NLS data, documentation, and orders for tapes, documentation, and publications should be directed first to Gale James at the NLS Public Users Office, (614) 263-1682, USERSVC@OHSTHR.

Specific questions of a substantive nature on the content and/or structure of the data files can be addressed to the attention of the following individuals:

Four Original NLS Cohorts:	Patricia Rhoton	[RHOTON@OHSTHR]
NLSY:	Laura Branden	[BRANDEN@OHSTHR]
NLSY Children:	Paula Baker	[BAKER@OHSTHR]
NLSY Fertility:	Jean Haurin	[HAURIN@OHSTHR]

Questions of a technical nature should be addressed to the following members of the computer group:

Director, Data Processing:	Carol Sheets	[SHEETS@OHSTHR]
Tape format & specifications:	David Ball	[BALL@OHSTHR]
Use of CD ROM:	Rufus Milsted	[SRM@OHSTHR]
BITNET, NLSERVE:	Peter Tomasek	[TOMASEK@OHSTHR]

Questions on the NLS related to grant applications or statistical issues should be forwarded to Randall Olsen, Principal Investigator of the NLS [OLSEN@OHSTHR].

Substantive questions on the NLSY children's data, the NLSY childcare data, the maternal-child health data, and the supplemental fertility data can be addressed to Paula Baker or Frank Mott.

The Center's mailing address and phone number are:

The Center for Human Research Research

The Ohio State University

650 Ackerman Road Suite A

Columbus, Ohio 43202-1501 (614) 263-1682

Text Tables

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Table 1. NLSY Child Assessment Advisory Panel

NAME	TITLE AND AFFILIATION	AREA OF EXPERTISE
Ann L. Brown	Professor, Department of Psychology, University of Illinois	Child assessment, especially school achievement
Joseph Campione	Professor, Department of Psychology, University of Illinois	Child assessment and school achievement
William E. Cross, Jr.	Professor, Department of Psychology, Cornell University	Child assessment and school achievement
Rochel Gelman	Professor, Department of Psychology, University of Pennsylvania	Child assessment and school achievement
Willard H. Hartup	Professor, Institute of Child Development, University of Minnesota	Child development, achievement, personality and social development
Lois Hoffman	Associate Professor, Department of Psychology, University of Michigan	Child development, cultural bias in testing women, environmental psychology
Jerome Kagan	Professor, Department of Psychology and Social Relations, Harvard University	Child development (especially cognition), personality and social development, and cultural bias
Luis M. Laosa	Senior Research Scientist, Educational Testing Service, Princeton, New Jersey	Cultural bias in testing of minorities, test assessment
Marian Radke-Yarrow	Chief, Laboratory of Developmental Psychology, The National Institute of Mental Health	Assessment of children, especially social-emotional development

Table 1. NLSY Child Assessment Advisory Panel (continued)

NAME	TITLE AND AFFILIATION	AREA OF EXPERTISE
Henry Ricciuti	Professor, Department of Human Development and Family Studies, Cornell University	Child development and family relations
Barbara Starfield, M.D.	Professor, Department of Health Care Organizations, The Johns Hopkins University	Pediatrics, health policy, and physical development
Michael Yogman, M.D.	Director, Infant Health and Development Program, Children's Hospital, Boston, Massachusetts	Pediatrics and physical development of children
Nicholas Zill	President, Child Trends, Inc., Washington, D.C.	Child Development, physical development, and large-scale survey research

Table 2. Interviews Completed by NLSY Civilian Female Respondents and Children in 1979 and 1986, by Race/Ethnicity

	1979		1986				1986				
	FEMALES	MOTHERS	FEMALES		MOTHERS		CHILDREN				
							OF MOTHERS INTVD 1986		ASSESSED IN 1986		TOTAL
RACE SIZE	SAMPLE SIZE	SAMPLE SIZE	SAMPLE SIZE	PERCENT	SAMPLE SIZE	PERCENT	SAMPLE SIZE	PERCENT	SAMPLE SIZE	PERCENT	SAMPLE SIZE
White	2279	928	2127	93.3	895	96.4	1471	97.2	1383	91.4	1514
Poor White	1099	631	1001	91.1	597	94.6	1114	95.6	1039	89.2	1165
Hispanic	978	567	877	89.7	523	92.2	975	92.9	932	88.8	1049
Black	1472	927	1399	95.0	895	96.5	1676	96.4	1599	92.0	1738
Total	5828	3053	5404	92.7	2910	95.3	5236	95.8	4953	90.6	5466

Table 3. Child Assessment Completion Rates by Race/Ethnicity: Children Assessed in 1986

		RACE/ETHNICITY											
		TOTAL			HISPANIC			BLACK			WHITE		
		TOTAL	VALID SCORE		TOTAL	VALID SCORE		TOTAL	VALID SCORE		TOTAL	VALID SCORE	
ASSESSMENT	CHILD AGE	SAMPLE SIZE	SAMPLE SIZE	PERCENT	SAMPLE SIZE	SAMPLE SIZE	PERCENT	SAMPLE SIZE	SAMPLE SIZE	PERCENT	SAMPLE SIZE	SAMPLE SIZE	PERCENT
The HOME	3 years	1780	1704	95.7	318	307	96.5	496	472	95.2	966	925	95.8
	3-5 years	1657	1594	96.2	349	329	94.3	508	490	96.5	800	775	96.9
	6 years & older	1534	1488	97.0	270	263	97.4	600	578	96.3	664	647	97.4
Temperament	< 1 year	574	574	100.0	96	96	100.0	157	157	100.0	321	321	100.0
	1 year	622	622	100.0	111	111	100.0	166	166	100.0	345	345	100.0
	2-6 years	2686	2680	99.8	543	542	99.8	842	841	99.9	1301	1297	99.7
Motor & Social Development	0-3 months	162	150	92.6	28	26	92.9	41	38	92.7	93	86	92.5
	4-6 months	148	143	96.6	27	27	100.0	42	40	95.2	79	76	96.2
	7-9 months	169	160	94.7	29	27	93.1	53	50	94.3	87	83	95.4
	10-12 months	150	142	94.7	23	20	87.0	36	33	91.7	91	89	97.8
	13-15 months	154	144	93.5	26	25	96.2	42	37	88.1	86	82	95.3
	16-18 months	161	150	93.2	28	26	92.9	42	38	90.5	91	86	94.5
	19-21 months	165	147	89.1	31	27	87.1	45	41	91.1	89	79	88.8
	22-47 months	1265	1194	94.4	247	223	90.3	379	353	93.1	639	618	96.7
Behavior Problems	4 years & older	2597	2476	95.3	498	468	94.0	924	886	95.9	1175	1122	95.5
Body Parts	12-35 months	1206	1004	83.3	222	178	80.2	339	283	83.5	645	543	84.2
Memory for Location	8-47 months	2010	1642	81.7	377	287	76.1	582	464	79.7	1051	891	84.8

Table 3. Child Assessment Completion Rates by Race/Ethnicity: Children Assessed in 1986 (continued)

		RACE/ETHNICITY											
		TOTAL			HISPANIC			BLACK			WHITE		
		TOTAL	VALID SCORE		TOTAL	VALID SCORE		TOTAL	VALID SCORE		TOTAL	VALID SCORE	
ASSESSMENT	CHILD AGE	SAMPLE SIZE	SAMPLE SIZE	PERCENT	SAMPLE SIZE	SAMPLE SIZE	PERCENT	SAMPLE SIZE	SAMPLE SIZE	PERCENT	SAMPLE SIZE	SAMPLE SIZE	PERCENT
Verbal Memory Part A & B	3-6 years	2102	1986	94.5	432	381	88.2	669	647	96.7	1001	958	95.7
Verbal Memory Part C	3-6 years	2102	1940	92.3	432	368	85.2	669	635	94.9	1001	937	93.6
SPPC-Global	8 years & older	763	732	95.9	119	116	97.5	327	313	95.7	317	303	95.6
SPPC-Scholastic	8 years & older	763	732	95.9	119	116	97.5	327	313	95.7	317	303	95.6
Digit Span	7 years & older	1089	984	90.4	187	166	88.8	439	394	89.7	463	424	91.6
PIAT Math	PPVT age 5 yrs +	2035	1885	92.6	365	323	88.5	765	718	93.9	905	844	93.3
PIAT Reading Recognition	PPVT age 5 yrs +	2035	1876	92.2	365	319	87.4	765	719	94.0	905	838	92.6
PIAT Reading Comprehension	PPVT age 5 yrs +	2035	1725	84.8	365	289	79.2	765	656	85.8	905	780	86.2
PPVT-R	PPVT age 3 yrs +	3221	2798	86.9	624	506	81.1	1118	961	86.0	1479	1331	90.0

Note: The 4971 children in this universe, of the 5255 born to mothers interviewed in 1986, are those known to be available (primarily in their mother's home) at the time of assessment.

Table 4. Sample Distribution of Age of Child in 1986 by Age of Mother at Birth of Child: Children Born to NLSY Mothers Interviewed in 1986

AGE OF CHILD AT 1986 INTERVIEW DATE OF MOTHER	AGE OF MOTHER AT BIRTH OF CHILD																	
	12 OR UNDER	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	TOTAL
Missing data*			3	1	11	5	5	16	7	8	14	3	9	1	3	1	1	1	89
0									13	74	87	77	71	74	81	64	46	6	593
1								17	75	93	73	89	80	76	79	46	6		634
2							13	75	77	74	76	80	82	75	54				606
3						10	67	78	80	89	95	63	77	47	3				609
4					5	48	59	83	90	88	91	80	56	7					607
5				4	25	57	70	81	84	68	55	55	1						500
6			1	11	35	46	67	68	87	82	63	2							462
7			4	12	28	46	65	65	58	63	3								344
8			4	15	37	56	53	74	52	1									292
9			3	12	36	48	58	49	1										207
10		1	1	20	44	55	42	3											166
11		1	4	13	31	35	3												87
12 & over	1	3	8	27	19	1													59
Total	1	5	28	115	271	407	502	609	624	640	557	449	376	280	220	111	53	7	5255

Note: * Includes children deceased or not yet born at date of interview.

Table 5. Sample Distribution of Year of Birth of Child by Age of Mother At Birth of Child: Children Born to NLSY Mothers Interviewed in 1986

YEAR OF BIRTH OF CHILD	AGE OF MOTHER AT BIRTH OF CHILD																		
	12 OR UNDER	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	TOTAL
70		1																	1
71	1	1	1																3
72			2	8															10
73		1	4	16	12														33
74			4	14	31	25													74
75		2	3	17	37	58	26												143
76			3	13	47	46	66	36											211
77			4	15	36	51	54	76	38										274
78			4	15	33	55	63	65	61	43									339
79			3	11	32	42	69	70	71	86	43								427
80				6	32	61	69	92	88	72	66	37							523
81					11	49	65	90	104	82	86	78	34						599
82						20	67	72	70	97	97	67	84	43					617
83							23	76	86	81	84	75	86	75	37				623
84								32	76	84	67	95	79	68	79	36			616
85									30	84	98	84	79	78	82	58	42		635
86										11	16	13	14	16	22	17	11	7	127
Total	1	5	28	115	271	407	502	609	624	640	557	449	376	280	220	111	53	7	5255

Table 6. Sample Distribution of Year of Birth of Child by Age of Mother At Birth of Child: Children Assessed in 1986

YEAR OF BIRTH OF CHILD	AGE OF MOTHER AT BIRTH OF CHILD																		
	12 OR UNDER	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	TOTAL
70		1																	1
71	1	1	1																3
72			2	8															10
73		1	5	15	12														33
74			3	12	28	21													64
75		2	3	15	34	52	23												129
76			2	10	45	43	64	32											196
77			4	13	30	49	49	72	36										253
78			3	14	31	52	58	60	55	39									312
79			3	11	28	39	68	65	69	84	40								407
80				6	27	56	65	83	87	67	62	33							486
81					11	43	62	83	99	80	80	73	31						562
82						20	63	68	68	95	91	67	81	42					595
83							23	75	81	77	80	72	81	71	35				595
84								29	73	81	67	93	74	63	77	35			592
85									29	83	92	83	76	76	78	55	38		610
86										11	16	13	13	14	22	16	11	7	123
Total	1	5	26	104	246	375	475	567	597	617	528	434	356	266	212	106	49	7	4971

Table 7. Distribution of NLSY Women by Age at First Birth, Parent Status, Race/Ethnicity, and Highest Grade Completed by 1986

HIGHEST GRADE OF SCHOOL COMPLETED	AGE AT FIRST BIRTH					PARENT STATUS		
	UNDER 15	15-16	17-19	20-23	24 & OVER	TOTAL MOTHERS	NON-MOTHERS	TOTAL WOMEN
Total	31	341	1071	1046	376	2865	2467	5332
Less than 12	24	231	504	210	34	1003	237	1240
12 years	7	84	460	559	146	1256	819	2075
13 years and above	0	26	107	277	196	606	1411	2017
Percent who are H.S. dropouts	77.4	67.7	47.1	20.0	9.0	35.0	9.6	23.3
White	9	124	504	570	262	1469	1616	3085
Less than 12	8	99	264	106	17	494	133	627
12 years	1	23	207	346	111	688	540	1228
13 years and above	0	2	33	118	134	287	943	1230
Percent who are H.S. dropouts	--	79.8	52.4	18.6	6.5	33.6	8.2	20.3
Black	20	159	360	289	56	884	504	1388
Less than 12	14	80	126	40	4	264	54	318
12 years	6	57	176	132	18	389	159	548
13 years and above	0	22	58	117	34	231	291	522
Percent who are H.S. dropouts	70.0	50.3	35.0	13.8	7.1	29.9	10.7	22.9
Hispanic	2	58	207	187	58	512	348	860
Less than 12	2	52	114	64	13	245	51	296
12 years	0	4	77	81	17	179	120	299
13 years and above	0	2	16	42	28	88	177	265
Percent who are H.S. dropouts	--	89.7	55.1	34.2	22.4	47.9	14.7	34.4

Note: Sample includes all NLSY women interviewed in 1986 for whom information was available.

Table 8. Distribution of Children by Highest Grade of School Completed by Mother, by Age of Mother at Birth of Each Child, 1986

HIGHEST GRADE COMPLETED BY MOTHER	AGE OF MOTHER AT BIRTH OF CHILD					TOTAL
	11-14	15-16	17-19	20-23	24 & OVER	
Total	32	379	1477	2216	1015	5119
0-11 years	25	263	811	813	232	2144
12 years	7	89	545	1023	418	2082
13 or more years	0	27	121	380	365	893
Percent of children born to H.S. dropouts	78.1	69.3	54.9	36.7	22.9	41.9

Note: Sample includes all children born to women interviewed in 1986 for whom information was available.

Table 9. Distribution of Children by Highest Grade of School Completed by Mother, by Age of Each Child in 1986

HIGHEST GRADE COMPLETED BY MOTHER	AGE OF CHILD IN 1986													TOTAL
	0	1	2	3	4	5	6	7	8	9	10	11	12 & OVER	
Total	588	623	602	601	604	501	459	336	288	206	163	87	60	5118
0-11 years	160	201	195	228	256	230	208	178	164	122	103	53	45	2143
12 years	259	267	280	261	251	209	195	124	91	64	48	23	10	2082
13 or more years	169	155	127	112	97	62	56	34	33	20	12	11	5	893
Percent of children born to H.S. dropouts	27.2	32.3	32.4	37.9	42.4	45.9	45.3	53.0	56.9	59.2	63.2	60.9	75.0	41.9

Note: Sample includes all children born to women interviewed in 1986 for whom information was available. Age of child was computed based on 1986 interview date of mother.

Table 10. Age of Children in 1986 by Mother's AFQT Score (Standard Deviation Units)

MOTHER'S AFQT SCORE	AGE OF CHILD IN 1986													TOTAL
	0	1	2	3	4	5	6	7	8	9	10	11	12 & OVER	
Total	579	606	583	598	576	483	449	333	278	203	164	86	59	4997
Above mean	200	195	181	158	156	115	101	80	64	44	32	9	12	1347
Within one S.D. below mean	182	177	196	197	186	157	136	96	74	60	36	24	15	1536
1-2 S.D. below mean	152	163	141	178	168	152	146	109	95	65	64	36	19	1488
2 or more S.D. below mean	45	71	65	65	66	59	66	48	45	34	32	17	13	626
Percent of children with mothers below mean	65.5	67.8	69.0	73.6	72.9	76.2	77.5	76.0	77.0	78.3	80.5	89.5	79.7	73.0

Note: Sample includes all children born to women interviewed in 1986 for whom information was available.

Table 11. Characteristics of Children by Age of Child in 1986 (Unweighted Estimates)

AGE OF CHILD IN 1986	RACE/ETHNICITY OF MOTHER			PERCENT WITH MOTHERS WHO HAVE LESS THAN 12 YEARS SCHOOLING	MEAN AGE OF MOTHER AT BIRTH	PERCENT WITH MOTHERS WHO HAVE LESS THAN 12 YEARS SCHOOLING		
	PERCENT HISPANIC	PERCENT BLACK	PERCENT WHITE			HISPANIC	BLACK	WHITE
Under 1	17.2	27.0	55.8	27.0	24.2	36.3	25.6	24.8
1	18.3	26.5	55.2	32.3	23.2	48.3	32.7	26.9
2	18.3	29.2	52.5	32.2	22.3	51.4	26.0	28.9
3	20.7	30.4	48.9	37.0	21.3	46.0	32.4	35.9
4	22.6	29.0	48.4	41.4	20.7	48.9	41.5	37.8
5	19.4	31.8	48.8	44.2	19.7	61.9	32.7	44.7
6	18.8	35.5	45.7	42.9	19.3	56.3	36.6	42.2
7	20.4	33.7	45.9	51.2	18.7	62.9	46.6	49.4
8	17.5	37.0	45.6	54.1	18.0	76.5	50.0	48.9
9	13.0	41.1	46.0	57.5	17.4	74.1	48.2	61.1
10 and over	14.7	46.8	38.5	62.8	16.3	84.8	51.4	68.3
Total	18.8	31.8	49.4	40.7		54.2	37.2	37.9

Note: Sample includes all children born to women interviewed in 1986 for whom information was available.

Table 12. Children of Other Interviewed NLSY Female Relatives of Mother as of 1986

GENDER OF CHILD	RELATIONSHIP OF OTHER INTERVIEWED NLSY R TO MOTHER								
	FEMALE RELATIVES				FEMALE RELATIVES WHO ARE MOTHERS AS OF 1986				
	SISTER	AUNT	COUSIN	TOTAL	SISTER	AUNT	COUSIN	TOTAL	TOTAL
Male	639	6	29	674	445	6	23	474	1148
Female	691	5	19	715	440	4	17	461	1176
Missing data	5	-	1	6	4		1	5	11
Total	1335	11	49	1395	889	10	41	940	2335

Note: Sample includes children with at least one other interviewed female relative of mother in the main NLSY sample.

Table 13. Distribution of NLSY Women by Number and Age of Children and Race/Ethnicity, 1986

		NUMBER OF HOUSEHOLDS			
TYPE OF HOUSEHOLD (FEMALE)	AGE OF CHILDREN	TOTAL	BLACK	WHITE	HISPANIC
Females with no children		2500	508	1639	353
Mothers with 1 child	Total	1331	396	702	233
	< 3 years old	656	154	396	106
	3-5 years old	432	148	196	88
	6-8 years old	176	61	82	33
	9+ years	67	33	28	6
Mothers with 2 children	Total	1059	307	569	183
	Both < 3 years	127	29	80	18
	Both 3-5	84	24	44	16
	Both 6-8	38	6	25	7
	Both 9+ years	22	11	9	2
	Youngest < 3, oldest 3-5	344	70	206	68
	Youngest < 3, oldest 6-8	122	49	53	20
	Youngest < 3, oldest 9+	27	14	11	2
	Youngest 3-5, oldest 6-8	183	58	91	34
	Youngest 3-5, oldest 9+	54	23	24	7
	Youngest 6-8, oldest 9+	58	23	26	9
Mothers with 3 or more children	Total	528	193	225	109
	Youngest < 3, oldest < 3	2	1	0	1
	Youngest 3-5, oldest 3-5	3	0	1	2
	Youngest 6-8, oldest 6-8	0	0	0	0
	Youngest 9+, oldest 9+	2	2	0	0
	Youngest < 3, oldest 3-5	103	28	50	25
	Youngest < 3, oldest 6-8	147	59	59	29
	Youngest < 3, oldest 9+	74	31	27	16
	Youngest 3-5, oldest 6-8	73	26	30	17
	Youngest 3-5, oldest 9+	84	31	38	15
	Youngest 6-8, oldest 9+	39	15	20	4

Table 14. Child Care Questions in the NLSY Youth, 1984 through 1986

YEAR	MAIN YOUTH SAMPLE	NATURE OF QUESTIONS	TIME REFERENCE	REFERENCE CHILDREN
1984	(1) All respondents in school, in training, or employed with child in household	(1) Location, type, and hours of primary & secondary care; nature of payments; use of grandmother	(1) Last 4 weeks	(1) Youngest child in household
	(2) Not employed respondents with employed spouse	(2) Location and type of primary care	(2) Last 4 weeks	(2) Youngest child in household
	(3) Women with a child in the household	(3) Hypothetical care	---	---
1985	(1) All respondents in school, in training or employed with child in household	(1) Location, type, and hours of primary & secondary care; detail on payments; retrospective on current arrangement; detail on primary group care; hypothetical care	(1) Last 4 weeks	(1) Child in household who was youngest in household in 1984
	(2) Same as (1)	(2) Same as (1)	(2) Last 4 weeks	(2) Youngest child in household - no care data collected in 1984
	(3) Same as (1)	(3) Location and type of primary & seconary care	(3) Last 4 weeks	(3) Youngest child in household
	(4) Respondents not in school, in training, or employed with employed spouse	(4) Location and type of primary care	(4) Last 4 weeks	(4) Youngest child in household
1986	(1) All women with a child in the household	(1) Location, type, and hours of primary & secondary care; detail on primary group care; payment for all care	(1) Last 4 weeks	(1) All children in household
	(2) All mothers	(2) Location and type of up to 5 arrangements at each age	(2) First 3 years of life	(2) All biological children of mother

Table 15. Linkage Between HOME Reference Numbers and Mother/Child Supplement Questionnaire Items

REFERENCE NUMBER	CHILD AGE		
	UNDER 3	3-5	6 AND OVER
C2651.01	*MS0127	*MS0143	*MS0212
C2651.02	*MS0129	*MS0144	*MS0213
C2651.03	*MS0130	*MS0145	MS0214
C2651.04	*MS0131	*MS0146	MS0215
C2651.05	*MS0132	*MS0147	MS0216
C2651.06	*MS0134	*MS0148	MS0217
C2651.07	*MS0136	*MS0149	MS0218
C2651.08	MS0137	*MS0150	*MS0219
C2651.09	MS0138	MS0151	*MS0220
C2651.10	MS0139	MS0152	*MS0221
C2651.11	MS0140	MS0154	*MS0222
C2651.12	MS0141	MS0156	*MS0223
C2651.13		MS0158	*MS0224
C2651.14		MS0160	*MS0225
C2651.15		MS0162	MS0226
C2651.16		MS0164	MS0227
C2651.17		MS0166	MS0228
C2651.18		*MS0168	MS0229
C2651.19		*MS0169	MS0230
C2651.20		MS0170	*MS0231
C2651.21		MS0171	MS0232
C2651.22		MS0172	MS0234
C2651.23		MS0173	MS0236
C2651.24			MS0238
C2651.25			MS0240
C2651.26			MS0242
C2651.27			MS0244
C2651.28			MS0246
C2651.29			MS0247
C2651.30	CS3154	CS3166	CS3212
C2651.31	CS3155	CS3167	CS3213
C2651.32	CS3156	CS3168	CS3214
C2651.33	CS3157	CS3169	CS3215
C2651.34	CS3158	CS3170	CS3216
C2651.35	*CS3159	CS3171	*CS3217
C2651.36	CS3160	CS3172	*CS3218
C2651.37	*CS3161	*CS3173	*CS3219
C2651.38		*CS3174	*CS3220
C2651.39		*CS3175	
C2651.40		*CS3176	

Note: * = items that comprise Cognitive Stimulation scale; nonstarred items comprise Emotional Support scale.
"MS" prefix denotes deck and column in Mother Supplement;
"CS" prefix denotes deck and column in Child Supplement.

Table 16. Components of HOME Subscores by Age of Child

	COGNITIVE STIMULATION SCALE														
	TOTAL SCORE (C2642.)			LEARNING ENVIR. SUBSCORE (C2643.)			PHYSICAL ENVIR. SUBSCORE (C2644.)			READING ENVIR. SUBSCORE (C2645.)			ENVIRONMENTAL VARIETY SUBSCORE (C2646.)		
REFERENCE NUMBER	UNDER 3	3-5	6 & OVER	UNDER 3	3-5	6 & OVER	UNDER 3	3-5	6 & OVER	UNDER 3	3-5	6 & OVER	UNDER 3	3-5	6 & OVER
C2651.01	X	X	X								X	X	X		
C2651.02	X	X	X							X	X	X			
C2651.03	X	X								X	X				
C2651.04	X	X											X	X	
C2651.05	X	X		X	X										
C2651.06	X	X		X	X										
C2651.07	X	X		X	X										
C2651.08		X	X		X	X									
C2651.09			X									X			
C2651.10			X									X			
C2651.11			X			X									
C2651.12			X			X									
C2651.13			X												X
C2651.14			X												X
C2651.15															
C2651.16															
C2651.17															
C2651.18		X												X	
C2651.19		X												X	
C2651.20			X												X
C2651.21															
C2651.22															
C2651.23															
C2651.24															
C2651.25															
C2651.26															
C2651.27															
C2651.28															
C2651.29															
C2651.30															
C2651.31															
C2651.32															
C2651.33															
C2651.34															
C2651.35	X		R	X					R						
C2651.36			X						X						
C2651.37	X	X	X				X	X	X						
C2651.38		R	X					R	X						
C2651.39		X						X							
C2651.40		X						X							

Note: "R" means item was recoded in reverse (i.e., "1" was recoded "0"; "0" was recoded "1").

Table 16. Components of HOME Subscores by Age of Child (continued)

	EMOTIONAL SUPPORT SCALE														
	TOTAL SCORE (C2647.)			PARENTAL INVOLVEMENT SUBSCORE (C2648.)			MODELING OF MATURITY SUBSCORE (C2649.)		MATERNAL RESPONSIVITY SUBSCORE (C2650.)			DISCIPLINE SUBSCORE (C2651.)		
REFERENCE NUMBER	UNDER 3	3-5	6 & OVER	UNDER 3	3-5	6 & OVER	3-5	6 & OVER	UNDER 3	3-5	6 & OVER	UNDER 3	3-5	6 & OVER
C2651.01														
C2651.02														
C2651.03														
C2651.04														
C2651.05														
C2651.06														
C2651.07														
C2651.08														
C2651.09	X	X		X									X	
C2651.10	X	X					X		X					
C2651.11														
C2651.12	X											X		
C2651.13														
C2651.14														
C2651.15			X			X								
C2651.16														
C2651.17			X			X								
C2651.18			X			X								
C2651.19			X			X								
C2651.20														
C2651.21		X			X									
C2651.22														
C2651.23		X											X	
C2651.24														
C2651.25														
C2651.26														
C2651.27														
C2651.28														
C2651.29			X											X
C2651.30	X	X	X						X	X	X			
C2651.31	X	X	X						X	X	X			
C2651.32	X	X	X						X	X	X			
C2651.33	R	X	X							X	X	R		
C2651.34	R	X	X				X	X				R		
C2651.35		R											R	
C2651.36	X	R		X									R	
C2651.37														
C2651.38														
C2651.39														
C2651.40														
Hit 1		X											X	
Hit 2			X											X
Work 17			X					X						
Work 18			X					X						

Note: See attached pages from Mother Supplement Section 1: THE HOME for definitions of Hit 1, Hit 2, Work 17, and Work 18.

Table 17. Reliability of the HOME, BPI and SPPC Assessment Scores

ASSESSMENT	SAMPLE SIZE	NO. OF ITEMS	CRONBACH'S ALPHA
Home Observation for Measurement of the Environment (HOME)			
Age 0-2 years			
Total HOME	1505	18	.56
Cognitive	1571	9	.53
Emotional Support	1616	9	.38
Age 3-5 years			
Total HOME	1403	26	.70
Cognitive	1486	14	.69
Emotional Support	1489	12	.49
Age 6 + years			
Total HOME	1293	26	.70
Cognitive	1319	14	.63
Emotional Support	1425	12	.62
Behavioral Problems Index (BPI)			
Total - never in school	770	26	.86
Total - ever in school	1726	28	.87
Antisocial - never in school	785	4	.54
Antisocial - ever in school	1751	6	.66
Anxious	2548	4	.58
Headstrong	2552	5	.69
Hyperactive	2552	5	.66
Dependent	2572	4	.60
Peer Conflict	2555	3	.56
Self-Perception Profile of Children (SPPC)			
Global Self-Worth	727	6	.66
Scholastic Competence	723	6	.64

Table 18. Distribution of Valid and Invalid Assessment Responses by Race/Ethnicity, Maternal Education and Maternal Age at Birth

	PERCENT HISPANIC	PERCENT BLACK	PERCENT WHITE	PERCENT WITH MOTHER WHO HAS LESS THAN 12 YEARS SCHOOL	PERCENT WHO WERE BORN BEFORE MOTHER REACHED AGE 20	PERCENT VALID		
						WHITE	BLACK	HISPANIC
Memory for Location						84.8	79.7	76.1
Valid responses	17.5	28.3	54.3	25.4	13.5			
Invalid responses	24.5	32.0	43.5	31.3	8.2			
Body Parts						84.2	83.5	80.2
Valid responses	17.7	28.2	54.1	25.2	9.0			
Invalid responses	21.8	27.7	50.5	28.2	5.4			
Motor and Social Development						95.5	92.6	91.3
Valid responses	18.0	28.3	53.8	24.9	10.9			
Invalid responses	26.4	34.7	38.9	35.2	6.3			
The HOME						96.6	96.0	95.9
Valid responses	18.8	32.2	49.0	31.9	36.3			
Invalid responses	20.5	34.6	44.9	32.8	32.4			
Temperament (Inhibition Scale)						91.3	90.9	90.3
Valid responses	19.2	30.0	50.8	28.5	23.7			
Invalid responses	20.9	30.3	48.9	27.5	12.3			
PIAT Math						93.3	93.8	88.5
Valid responses	17.2	38.0	44.8	38.8	67.4			
Invalid responses	28.0	31.3	40.7	54.4	68.0			
PIAT Reading Recognition						92.6	94.0	87.4
Valid responses	17.0	38.2	44.7	39.1	67.8			
Invalid responses	28.9	28.9	42.1	50.0	63.5			
PIAT Reading Comprehension						82.6	82.6	72.8
Valid responses	15.5	39.4	45.2	38.5	74.4			
Invalid responses	24.5	35.2	40.3	43.5	66.5			
Behavior Problems Index						95.1	95.0	93.2
Valid responses	18.9	35.7	45.4	37.7	84.0			
Invalid responses	24.8	34.3	41.6	40.7	55.5			
PPVT-R						90.0	86.0	81.1
Valid responses	18.1	34.3	47.6	34.1	52.5			
Invalid responses	27.9	37.1	35.0	49.2	55.1			

Table 18. Distribution of Valid and Invalid Assessment Responses by Race/Ethnicity, Maternal Education and Maternal Age at Birth (continued)

	PERCENT HISPANIC	PERCENT BLACK	PERCENT WHITE	PERCENT WITH MOTHER WHO HAS LESS THAN 12 YEARS SCHOOL	PERCENT WHO WERE BORN BEFORE MOTHER REACHED AGE 20	PERCENT VALID		
						WHITE	BLACK	HISPANIC
Verbal Memory (Parts A & B)						95.7	96.7	88.2
Valid responses	19.2	32.6	48.2	30.9	37.3			
Invalid responses	44.0	19.0	37.1	46.6	32.8			
Verbal Memory (Part C)						93.6	94.9	85.2
Valid responses	19.0	32.7	48.3	30.3	37.3			
Invalid responses	39.5	21.0	39.5	49.4	34.0			
SPPC						95.6	95.7	97.5
Valid responses	15.8	42.8	41.4	46.3	---			
Invalid responses	9.7	45.2	45.2	60.0	---			
Digit Span						91.6	89.7	88.8
Valid responses	16.9	40.0	43.1	44.5	85.0			
Invalid responses	20.0	42.9	37.1	47.1	80.0			

Table 19. Correlations Between HOME Cognitive Stimulation and Emotional Support Scores and Other Child Assessments by Age

	HOME EMOT. SUPPORT	MSD	SOCIABLTY.**	MEM. FOR LOCATN.	BODY PARTS	PPVT-R	VERBAL MEM. (A & B)	VERBAL MEM. (C)	BEHAV. PROB.	PIAT MATH	PIAT READ. RECOG.	PIAT READ. COMP.	DIGIT SPAN	SPPC SCHOLAS.	SPPC SELF-WORTH
Cognitive Stimulation															
0-7 Months	.37[a]	.32[a]	---	---	---	---	---	---	---	---	---	---	---	---	---
8-11 Months	.28[a]	.23[a]	.10	.13	---	---	---	---	---	---	---	---	---	---	---
1 Year	.34[a]	.33[a]	.23[a]	.17[a]	.24[a]	---	---	---	---	---	---	---	---	---	---
2 Years	.15[a]	.30[a]	.15[a]	.04	.32[a]	---	---	---	---	---	---	---	---	---	---
3 Years	.32[a]	.45[a]	.23[a]	.06	---	.37[a]	.19[a]	.17[a]	---	---	---	---	---	---	---
4 Years	.33[a]	---	.23[a]	---	---	.44[a]	.29[a]	.21[a]	-.18[a]	---	---	---	---	---	---
5 Years	.36[a]	---	.14[b]	---	---	.41[a]	.17[a]	.14[b]	-.11[c]	.27[a]	.40[a]	.32[a][*]	---	---	---
6 Years	.31[a]	---	.09	---	---	.24[a]	.10[c]	.11[c]	-.19[a]	.22[a]	.16[a]	.17[a][*]	---	---	---
7 Years	.30[a]	---	---	---	---	.37[a]	---	---	-.20[a]	.21[a]	.15[b]	.16[b]	.21[a]	---	---
8 Years	.35[a]	---	---	---	---	.31[a]	---	---	-.09	.17[b]	.15[b]	.21[a]	.19[b]	-.03	.07
9 Years and Over	.26[a] -	---	---	---	---	.28[a]	---	---	-.13[b]	.19[a]	.28[a]	.24[a]	.15[a]	.17[a]	.11[b]
Emotional Support															
0-7 Months	---	.19[a]	---	---	---	---	---	---	---	---	---	---	---	---	---
8-11 Months	---	.19[b]	.25[a]	.15[c]	---	---	---	---	---	---	---	---	---	---	---
1 Year	---	.18[a]	.13[b]	.09	.20[a]	---	---	---	---	---	---	---	---	---	---
2 Years	---	.11[b]	.06	.12[b]	.10[c]	---	---	---	---	---	---	---	---	---	---
3 Years	---	.28[a]	.13[b]	.04	---	.37[a]	.12[b]	.14[a]	---	---	---	---	---	---	---
4 Years	---	---	.19[a]	---	---	.32[a]	.17[a]	.14[a]	-.13[b]	---	---	---	---	---	---
5 Years	---	---	.15[a]	---	---	.38[a]	.18[a]	.13[b]	-.23[a]	.26[a]	.33[a]	.27[a][*]	---	---	----
6 Years	---	---	.17[a]	---	---	.22[a]	.07	.01	-.16[a]	.17[a]	.15[b]	.05[*]	---	---	---
7 Years	---	---	---	---	---	.27[a]	---	---	-.08	.29[a]	.22[a]	.20[a]	.20[a]	---	---
8 Years	---	---	---	---	---	.35[a]	---	---	-.11	.36[a]	.23[a]	.27[a]	.18[b]	.02	.20[b]
9 Years and Over	---	---	---	---	---	.20[a]	---	---	-.13[b]	.10	.12[b]	.15[a]	.08	.07	-.02

Note: a = significant at $p < .01$; b = significant at $p < .05$; c = significant at $p < .10$

* = PIAT Reading Comprehension raw score used for 5 and 6 year olds and standard score for ages 7 and over;

** = Temperament subscale

Table 20. Linkage Between Temperament Reference Numbers and Mother/Child Supplement Questionnaire Items

	CHILD AGE			
REFERENCE NUMBER	UNDER 1 YEAR	1 YEAR	2 THROUGH 6 YEARS	8 MONTHS - 6 YEARS
C2672.01	MS0249	MS0266	MS0312	
C2672.02	MS0250	MS0267	MS0313	
C2672.03	MS0251	MS0268	MS0314	
C2672.04	MS0252	MS0269	MS0315	
C2672.05	MS0253	MS0270	MS0316	
C2672.06	MS0254	MS0271	MS0317	
C2672.07	MS0255	MS0272	MS0318	
C2672.08	MS0256	MS0273	MS0319	
C2672.09	MS0257	MS0274	MS0320	
C2672.10	MS0258	MS0275	MS0321	
C2672.11	MS0259	MS0276	MS0322	
C2672.12	MS0260		MS0323	
C2672.13	MS0261		MS0324	
C2672.14	MS0262		MS0325	
C2672.15	MS0263		MS0326	
C2672.16	MS0264		MS0327	
C2672.17	MS0265		MS0328	
C2672.18			MS0329	
C2672.19			MS0330	
C2672.20			MS0331	
C2672.21				CS3131
C2672.22				CS3132
C2672.23				CS3133
C2672.24				CS3134
C2672.25				CS3135
C2672.29				CS3139
C2748.				CS0749

Note: "MS" prefix denotes deck and column in Mother Supplement;
"CS" prefix denotes deck and column in Child Supplement

Table 21. Temperament Subscales by Age of Child

SUBSCALE	AGE OF CHILD 0-7 MONTHS	 8-11 MONTHS	 12-23 MONTHS	 24-83 MONTHS
Activity	X	X		
Predictability	X	X		
Fearfulness	X	X	X	
Positive Affect	X	X	X	
Irritability	X	X	X	
Compliance				X
Inhibition*	X*	X	X	X
Attachment				X
Sociability		X	X	X
Difficulty Composite	X	X	X	
Negative Hedonic Tone Composite	X	X	X	
Friendliness Composite		X	X	
Total No. of Scales	8	10	8	4

Note: * This subscale is composed of only 1 item (CS0749) for 0-7 month old children.

Table 22. Temperament - Composition of Subscales

AGE	SUBSCALE	COMPONENTS	REF NO.
8-11 Months	Inhibition		C2667.
		Int rating of shyness at start	C2748.
		Int rating of shyness at end	C2672.29
	Sociability		C2669.
		Int rating of attitude to testing	C2672.21
		Int rating of rapport	C2672.22
		Int rating of cooperation	C2672.24
	Friendliness Composite	Irritability (R), Sociability	C2672.
0-11 Months	Activity		C2661.
		Squirms & kicks during feeding	C2672.01
		Waves arms during feeding	C2672.02
		Moves during sleep	C2672.03
	Predictability		C2662.
		Gets sleepy at same time	C2672.04
		Gets hungry at same time	C2672.05
		Wakes in the same mood	C2672.06
	Fearfulness		C2663.
		Turns away & cries at stranger	C2672.07
		Turns away & cries at animal	C2672.08
		Cries when left alone	C2672.09
		Turns away & cries at Dr.	C2672.10
	Affect		2664.
		Smiles/laughs when playing with mother	C2672.11
		Smiles/laughs when playing alone	C2672.12
		Smiles/laughs when in the bath	C2672.13
	Irritability		C2665.
		Cries when hears sudden noise	C2672.14
		Trouble soothing or calming	C2672.15
		On average, gets fussy/irritable	C2672.16
		Compared with others, gets fussy/irritable	C2672.17
	Difficulty Composite	Predictability (R), Fearfulness, Positive Affect(R), Irritability, Sociability (R); only for 8-11 months	C2670.
	Negative Hedonic Tone Composite	Fearfulness, Affect (R), Irritability	C2671.

Table 22. Temperament - Composition of Subscales (continued)

AGE	SUBSCALE	COMPONENTS	REF NO.
	Attachment		C2668.
		Trouble soothing or calming	C2672.13
		Stays close to mother during play	C2672.14
		Copies mother's behavior	C2672.15
		Cries when left alone	C2672.16
		Demanding & impatient when mother is busy	C2672.17
		Gets worried when mother is upset	C2672.18
		Wants help	C2672.19
	Sociability		C2669.
		Int rating of attitude to testing	C2672.21
		Int rating of rapport w/ interviewer	C2672.22
		Int rating of cooperation	C2672.24

Note: (R) denotes that items were reversed in scoring, i.e. "1 to 5" was recoded "5 to 1."

Table 22. Temperament - Composition of Subscales (continued)

AGE	SUBSCALE	COMPONENTS	REF NO.
12-23 Months	Fearfulness		C2663.
		Turns away & cries at stranger	C2672.01
		Turns away & cries at animal	C2672.02
		Cries when left alone	C2672.03
		Turns away & cries at Dr.	C2672.04
	Affect		C2664.
		Smiles/laughs when playing with mother	C2672.05
		Smiles/laughs when playing alone	C2672.06
		Smiles/laughs when in the bath	C2672.07
	Irritability		C2665.
		Cries when hears sudden noise	C2672.08
		Trouble soothing or calming	C2672.09
		On average, gets fussy and irritable	C2672.10
		Compared w/ others, gets fussy/ irritable	C2672.11
	Difficulty Composite	Fearfulness, Positive Affect(R), Irritability, Sociability (R)	C2670.
	Negative Hedonic Tone Composite	Fearfulness, Affect (R), Irritability	C2671.
	Friendliness Composite	Irritability (R), Sociability	C2672.
2-6 Years	Compliance		C2666.
		Eats food given	C2672.01
		If does not eat, complies when told to eat	C2672.02
		Protests going to bed	C2672.03
		Protests, goes to bed when told again	C2672.04
		Turns off TV when told without protest	C2672.05
		Protests, turns off TV when told again	C2672.06
	Inhibition		C2667.
		Shy when first meets child	C2672.07
		Shy when first meets adult	C2672.08
		Cries easily when hurt	C2672.09
		Laughs & smiles easily	C2672.10
		Fights w/ hits other children	C2672.11
		Willingly shares with other children	C2672.12

Table 23. Reliability of Temperament Assessment Scores

AGE	SUBSCALE	NO. OF ITEMS	SAMPLE SIZE	CRONBACH'S ALPHA
0-11 Months	Activity	3	564	.66
	Predictability	3	564	.65
	Fearfulness	4	541	.62
	Positive Affect	3	557	.76
	Irritability	4	558	.47
	Negative Hedonic Tone Composite	11	535	.58
0-7 Months	Inhibition	1	224	--
	Difficulty Composite	14	332	.62
8-11 Months	Inhibition	2	197	.77
	Sociability	3	199	.90
	Difficulty Composite	17	190	.71
	Friendliness Composite	7	195	.60
12-23 Months	Fearfulness	4	613	.66
	Positive Affect	3	612	.54
	Irritability	4	610	.54
	Inhibition	2	593	.75
	Sociability	3	597	.89
	Difficulty Composite	14	580	.72
	Negative Hedonic Tone Composite	11	604	.69
	Friendliness Composite	7	585	.68
24-83 Months	Compliance	6	2573	.60
	Inhibition	8	2518	.43
	Attachment	7	2614	.53
	Sociability	3	2600	.92

Table 24. Temperament Intersubscale Correlations: Children 0-11 Months

	ACTIVITY	PREDICT	FEARFUL	AFFECT	IRRITABLE	DIFFICULT
Predict	.0310	---	---	---	---	---
Fearful	.1992[a]	-.0542	---	---	---	---
Affect	.1904[a]	.2460[a]	.1695[a]	---	---	---
Irritable	.1833[a]	-.1918[a]	.3526[a]	-.1231[a]	---	---
Difficult	.1072[a]	-.4836[a]	.6344[a]	-.2467[a]	.5471[a]	---
Negative	.1066[a]	-.2482[a]	.6864[a]	-.4716[a]	.7341[a]	.7663[a]

Note: a = significant at $p < .01$

Table 25. Temperament Intersubscale Correlations: Children 8-11 Months

	INHIBIT	SOCIABLE
Sociable	-.5617[a]	---
Friendly	-.3779[a]	.7441[a]

Note: a = significant at $p < .01$

Table 26. Temperament Intersubscale Correlations: Children 12-23 Months

	FEARFUL	AFFECT	IRRITABLE	INHIBIT	SOCIABLE	DIFFICULT	NEGATIVE
Affect	-.0446	---	---	---	---	---	---
Irritable	.4534[a]	-.1383[a]	---	---	---	---	---
Inhibit	.2341[a]	-.1017[a]	.1351[a]	---	---	---	---
Sociable	-.1392[a]	.0601[b]	-.1660[a]	-.5378[a]	---	---	---
Difficult	.7772[a]	-.3323[a]	.7107[a]	.4277[a]	-.5734[a]	---	---
Negative	.8624[a]	-.3684[a]	.7690[a]	.2400[a]	-.1798[a]	.9090[a]	---
Friendly	-.3710[a]	.1256[a]	-.7188[a]	-.4604[a]	.8049[a]	-.8320[a]	-.5895[a]

Note: a = significant at $p < .01$; b = significant at $p < .05$

Table 27. Temperament Intersubscale Correlations: Children 24-83 Months

	COMPLY	INHIBIT	INSECURE
Inhibit	-.1339[a]	---	---
Insecure	-.1385[a]	.1247[a]	---
Sociable	.1415[a]	-.4275[a]	-.0935[a]

Note: a = significant at p < .01

Table 28. The Potential Impact of Interviewer on Child Scores: Correlations Between Temperament "Sociability" Score and Other Child Assessments by Age

	HOME COGNITIVE STIM.	HOME EMOTIONAL SUPPORT	M.S.D. STANDARD SCORE	MEMORY FOR LOCATION	BODY PARTS	PPVT-R	VERBAL MEMORY (A & B)	VERBAL MEMORY (C)	BEHAVIOR PROB.	PIAT MATH	PIAT READING RECOG.	PIAT READING COMP.
8-11 Months	.10	.25^{a}	.07	.16^{c}	---	---	---	---	---	---	---	---
1 Year	.23^{a}	.13^{b}	.24^{a}	.32^{a}	.41^{a}	---	---	---	---	---	---	---
2 Years	.14^{a}	.06	.20^{a}	.18^{a}	.37^{a}	---	---	---	---	---	---	---
3 Years	.23^{a}	.13^{b}	.22^{a}	.14^{a}	---	.26^{a}	.45^{a}	.34^{a}	---	---	---	---
4 Years	.24^{a}	.19^{a}	---	---	---	.36^{a}	.47^{a}	.41^{a}	-.18^{a}	---	---	---
5 Years	.14^{b}	.15^{a}	---	---	---	.20^{a}	.30^{a}	.27^{a}	-.05	.27^{a}	.30^{a}	.27^{a*}
6 Years	.08	.17^{a}	---	---	---	.16^{a}	.14^{b}	.21^{a}	-.08	.12^{b}	.21^{a}	.19^{a*}

Note: a = significant at $p < .01$; b = significant at $p < .05$; c = significant at $p < .10$;
* = PIAT Reading Comprehension raw score used for 5 and 6 year olds and standard score for ages 7 and over

Table 29. Linkage Between Motor and Social Development Reference Numbers and Mother Supplement Questionnaire Items

REFERENCE NUMBER	AGE OF CHILD 0-3 MONTHS	4-6 MONTHS	7-9 MONTHS	10-12 MONTHS
C2685.01	MS0332	MS0347	MS0362	MS0412
C2685.02	MS0333	MS0348	MS0363	MS0413
C2685.03	MS0334	MS0349	MS0364	MS0414
C2685.04	MS0335	MS0350	MS0365	MS0415
C2685.05	MS0336	MS0351	MS0366	MS0416
C2685.06	MS0337	MS0352	MS0367	MS0417
C2685.07	MS0338	MS0353	MS0368	MS0418
C2685.08	MS0339	MS0354	MS0369	MS0419
C2685.09	MS0340	MS0355	MS0370	MS0420
C2685.10	MS0341	MS0356	MS0371	MS0421
C2685.11	MS0342	MS0357	MS0372	MS0422
C2685.12	MS0343	MS0358	MS0373	MS0423
C2685.13	MS0344	MS0359	MS0374	MS0424
C2685.14	MS0345	MS0360	MS0375	MS0425
C2685.15	MS0346	MS0361	MS0376	MS0426

REFERENCE NUMBER	AGE OF CHILD 13-15 MONTHS	16-18 MONTHS	19-21 MONTHS	22-47 MONTHS
C2685.01	MS0427	MS0442	MS0457	MS0472
C2685.02	MS0428	MS0443	MS0458	MS0473
C2685.03	MS0429	MS0444	MS0459	MS0474
C2685.04	MS0430	MS0445	MS0460	MS0475
C2685.05	MS0431	MS0446	MS0461	MS0476
C2685.06	MS0432	MS0447	MS0462	MS0477
C2685.07	MS0433	MS0448	MS0463	MS0478
C2685.08	MS0434	MS0449	MS0464	MS0479
C2685.09	MS0435	MS0450	MS0465	MS0480
C2685.10	MS0436	MS0451	MS0466	MS0512
C2685.11	MS0437	MS0452	MS0467	MS0513
C2685.12	MS0438	MS0453	MS0468	MS0514
C2685.13	MS0439	MS0454	MS0469	MS0515
C2685.14	MS0440	MS0455	MS0470	MS0516
C2685.15	MS0441	MS0456	MS0471	MS0517

Table 30. Correlations Between Motor and Social Development Score and Other Child Assessment Scores by Age

	HOME COGNITION STIMULATION	HOME EMOTIONAL SUPPORT	MEMORY FOR LOCATION	BODY PARTS	PPVT-R	VERBAL MEMORY (A & B)	VERBAL MEMORY (C)
0-7 Months	$.32^{a}$	$.19^{a}$	---	---	---	---	---
8-11 Months	$.23^{a}$	$.19^{b}$	.08	---	---	---	---
1 Year	$.33^{a}$	$.18^{a}$	$.16^{a}$	$.21^{a}$	---	---	---
2 Years	$.30^{a}$	$.11^{b}$	$.13^{a}$	$.34^{a}$	---	---	---
3 Years	$.46^{a}$	$.28^{a}$	$.12^{b}$	---	$.31^{a}$	$.29^{a}$	$.24^{a}$

Note: a = significant at $p < .01$; b = significant at $p < .05$

Table 31. Component Items of Behavior Problems Index - Total and Subscores

REFERENCE NUMBER	TOTAL SCORE (C2691.) EVER IN SCHOOL	TOTAL SCORE (C2691.) NEVER IN SCHOOL	ANTISOCIAL SUBSCORE (C2692.) EVER IN SCHOOL	ANTISOCIAL SUBSCORE (C2692.) NEVER IN SCHOOL	ANXIOUS/ DEPRESSED SUBSCORE (C2693.)	HEADSTRONG SUBSCORE (C2694.)	HYPERACTIVE SUBSCORE (C2695.)	DEPENDENT SUBSCORE (C2696.)	PEER CONFLICT/ WITHDRAW SUBSCORE (C2697.)
C2725.01	X	X			X				
C2725.02	X	X			X				
C2725.03	X	X				X			
C2725.04	X	X	X	X					
C2725.05	X	X			X				
C2725.06	X	X				X			
C2725.07	X	X					X		
C2725.08	X	X					X		
C2725.09	X	X	X	X					
C2725.10	X	X				X			
C2725.11	X	X	X	X					
C2725.12	X	X							X
C2725.13	X	X					X		
C2725.14	X	X			X				
C2725.15	X	X							X
C2725.16	X	X					X		
C2725.17	X	X					X		
C2725.18	X	X				X			
C2725.19	X	X				X			
C2725.20	X	X			X				
C2725.21	X	X							X
C2725.22	X	X	X	X					
C2725.23	X	X						X	
C2725.24	X	X						X	
C2725.25	X	X						X	
C2725.26	X	X						X	
C2725.27	X		X						
C2725.28	X		X						

Table 32. Reliability of the Behavior Problems Index: Original Zill Estimates and CHRR Estimates from the 1986 NLSY Child Data

	ALPHA COEFFICIENTS	
	ZILL (4-11 YEAR OLDS)	NLSY (4 YEARS AND OVER)
Total (28)	.89	
Total - never in school (26)		.86
Total - ever in school (28)		.87
Antisocial (6)	.66	
Antisocial - never in school (4)		.54
Antisocial - ever in school (6)		.66
Anxious (5)	.66	.58
Headstrong (5)	.73	.69
Hyperactive (5)	.68	.66
Dependent (4)	.69	.60
Peer Conflict (3)	.54	.56

Note: Number of scale items indicated in parentheses. The Zill reliability coefficients were based on between 5515 and 5919 respondents for all items. The NLSY coefficients were based on about 2500 cases for the five subscales appropriate for all children, about 1700 for the two in-school scales and about 750 for the two never in school scales.

Table 33. Correlations Between Behavior Problems Index and Various Aptitude/Achievement Scores by Age of Child

	PPVT-R	VERBAL MEMORY (A & B)	VERBAL MEMORY (C)	PIAT MATH	PIAT READING RECOGNITION	PIAT READING COMPREHENSION	DIGIT SPAN
4 Years	-.07	-.08	-.08	---	---	---	---
5 Years	-.11[b]	-.15[a]	-.12[b]	-.10[c]	-.15[a]	-.13[b*]	---
6 Years	-.10	-.09	-.11[c]	-.10	-.11[c]	-.07[*]	---
7 Years	-.22[a]	---	---	-.15[c]	-.16[b]	-.14[c]	-.11
8 Years	-.01	---	---	-.03	-.02	-.10	-.12
9 Years and Over	-.10[c]	---	---	-.07	-.17[a]	-.07	-.16[a]

Note: a = significant at $p < .01$; b = significant at $p < .05$; c = significant at $p < .10$;
* = PIAT Reading Comprehension raw score used for 5 and 6 year olds and standard score for age 7 and over

Table 34. Correlations Between Body Parts and Other Child Assessment Scores by Age

	HOME COGNITIVE STIMULATION	HOME EMOTIONAL SUPPORT	MOTOR AND SOCIAL DEVELOPMENT	MEMORY FOR LOCATION
One Year	$.25^{a}$	$.20^{a}$	$.21^{a}$	$.22^{a}$
Two Years	$.32^{a}$	$.10^{c}$	$.34^{a}$	.06

Note: a = significant at $p < .01$; c = significant at $p < .10$

Table 35. Correlations Between Memory for Location Score and Other Child Assessment Scores By Age

	HOME COGNITIVE STIMULATION	HOME EMOTIONAL SUPPORT	MOTOR AND SOCIAL DEVELOPMENT	BODY PARTS	PPVT-R	VERBAL MEMORY (A & B)	VERBAL MEMORY (C)
8-11 Months	.13	.15[c]	.08	---	---	---	---
One Year	.17[a]	.09	.16[a]	.22[a]	---	---	---
Two Years	.04	.12[b]	.13[a]	.06	---	---	---
Three Years	.06	.04	.12[b]	---	.10[c]	.12[b]	.09[c]

Note: a = significant at $p < .01$; b = significant at $p < .05$; c = significant at $p < .10$

Table 36. Correlations Between Verbal Memory Scores and Other Child Assessment Scores By Age

	HOME COGNITIVE STIM.	HOME EMOTNL. SUPPORT	MOTOR & SOCIAL DEVLPMT.	MEMORY FOR LOCATION	PPVT-R	BEHAVRL. PROBLEMS	VERBAL MEMORY (C)	PIAT MATH	PIAT READING RECOG.	PIAT READING COMP.
Verbal Memory (A & E)										
3 Years	.19^{a}	.12^{b}	.28^{a}	.12^{b}	.34^{a}	---	.67^{a}	---	---	---
4 Years	.29^{a}	.17^{a}	---	---	.38^{a}	-.08	.55^{a}	---	---	---
5 Years	.17^{a}	.18^{a}	---	---	.41^{a}	-.15^{a}	.47	.33^{a}	.29^{a}	.25^{a*}
6 Years	.10^{c}	.07	---	---	.33^{a}	-.09	.27^{a}	.40^{a}	.28^{a}	.35^{a*}
Verbal Memory (C)										
3 Years	.17^{a}	.14^{a}	.24^{a}	.09^{c}	.32^{a}	---	---	---	---	---
4 Years	.21^{a}	.14^{a}	---	---	.34^{a}	-.08	---	---	---	---
5 Years	.14^{b}	.13^{b}	---	---	.27^{a}	-.12^{b}	---	.19^{a}	.24^{a}	.23^{a*}
6 Years	.11^{c}	.01	---	---	.21^{a}	-.11^{c}	---	.14^{b}	.04	.12^{c*}

Note: a = significant at $p < .01$; b = significant at $p < .05$; c = significant at $p < .10$;
* = PIAT Reading Comprehension raw score used for 5 and 6 year olds

Table 37. Self Perception Profile for Children: Correlations Among Individual Items and Between Items and Subscore Totals

	SCHOLASTIC SCORE	ITEM 1	ITEM 3	ITEM 5	ITEM 7	ITEM 9
Scholastic Score	--	--	--	--	--	--
Item 1	.62	--	--	--	--	--
Item 3	.53	.21	--	--	--	--
Item 5	.62	.20	.18	--	--	--
Item 7	.60	.23	.16	.22	--	--
Item 9	.63	.37	.24	.29	.25	--
Item 11	.66	.29	.17	.31	.36	.27

	GLOBAL SCORE	ITEM 2	ITEM 4	ITEM 6	ITEM 8	ITEM 10
Global Self-Worth Score	--	--	--	--	--	--
Item 2	.59	--	--	--	--	--
Item 4	.56	.23	--	--	--	--
Item 6	.55	.24	.12	--	--	--
Item 8	.66	.23	.14	.27	--	--
Item 10	.68	.26	.22	.28	.52	--
Item 12	.55	.21	.26	.12	.16	.16

Note: All correlations significantly different from zero at the $p < .01$ level.

Table 38. Correlation Between SPPC Scores (Global Self-Worth Score and Global Scholastic Score) and Other Child Assessments by Age

	HOME COGNITIVE STIMULATION	HOME EMOTIONAL SUPPORT	PPVT-R	BEHAVIOR PROBLEMS	PIAT MATH	PIAT READING RECOGNITION	PIAT READING COMPREHENSION	DIGIT SPAN	GLOBAL SCHOLASTIC
Global Scholastic									
8 Years	-.03	.02	.09	-.05	-.01	.01	.03	.03	---
9 Years	.17[a]	.07	.26[a]	-.15[a]	.27[a]	.22[a]	.24[a]	.20[a]	---
Global Self-Worth									
8 Years	.07	.20[b]	.09	-.15[c]	-.01	-.06	-.04	.03	.29[a]
9 Years and Over	.11[c]	-.02	.05	-.10[c]	.09	.05	.03	.05	.36[a]

Note: a = significant at $p < .01$; b = significant at $p < .05$; c = significant at $p < .10$

Table 39. Correlations Between Digit Span Score and Other Child Assessment Scores By Age

	HOME COGNITIVE STIMULATION	HOME EMOTIONAL SUPPORT	PPVT-R	BEHAVIOR PROBLEMS	PIAT MATH	PIAT READING RECOGNITION	PIAT READING COMPREHENSION
7 Years	.21^{a}	.20^{a}	.23^{a}	-.11	.44^{a}	.44^{a}	.40^{a}
8 Years	.19^{b}	.18^{b}	.30^{a}	-.12	.38^{a}	.41^{a}	.44^{a}
9 Years and Over	.15^{a}	.08	.31^{a}	-.16^{a}	.40^{a}	.41^{a}	.38^{a}

Note: a = significant at $p < .01$; b = significant at $p < .05$

Table 40. Correlations Between PIAT Scores and Other Child Assessment Scores By Age

	HOME COGNITIVE STIMULATION	HOME EMOTIONAL SUPPORT	PPVT-R	BEHAVIOR PROBLEMS	PIAT READING RECOGNITION	PIAT READING COMPREHENSION	DIGIT SPAN
PIAT Math							
5 Years	.27^{a}	.26^{a}	.47^{a}	-.10^{c}	.48^{a}	.49^{a*}	---
6 Years	.22^{a}	.17^{a}	.47^{a}	-.10	.52^{a}	.45^{a*}	---
7 Years	.22^{a}	.29^{a}	.50^{a}	-.15^{c}	.61^{a}	.58^{a}	.44^{a}
8 Years	.17^{b}	.36^{a}	.54^{a}	-.03	.59^{a}	.61^{a}	.38^{a}
9 Years and Over	.19^{a}	.10	.57^{a}	-.07	.63^{a}	.57^{a}	.40^{a}
PIAT Reading Recognition							
5 Years	.40^{a}	.33^{a}	.42^{a}	-.15^{a}	---	.81^{a*}	---
6 Years	.16^{a}	.15^{b}	.30^{a}	-.11^{c}	---	.77^{a*}	---
7 Years	.15^{b}	.22^{a}	.37^{a}	-.16^{b}	---	.84^{a}	.44^{a}
8 Years	.15^{c}	.23^{a}	.45^{a}	-.02	---	.81^{a}	.41^{a}
9 Years and Over	.28^{a}	.12^{b}	.56^{a}	-.17^{a}	---	.76^{a}	.41^{a}
PIAT Reading Comprehension							
5 Years	.32^{a}	.27^{a}	.36^{a}	-.13^{a}	---	---	---
6 Years	.17^{a}	.05	.26^{a}	-.07	---	---	---
7 Years	.16^{b}	.20^{a}	.31^{a}	-.15^{c}	---	---	.40^{a}
8 Years	.21^{a}	.27^{a}	.51^{a}	-.10	---	---	.44^{a}
9 Years and Over	.24^{a}	.15^{a}	.60^{a}	-.07	---	---	.38^{a}

Note: a = significant at $p < .01$; b = significant at $p < .05$; c = significant at $p < .10$;
* = PIAT Reading Comprehension raw score used for 5 and 6 year olds and standard score for ages 7 and over

Table 41. Correlations Between PPVT-R Score and Other Child Assessment Scores By Age

	HOME COGNITIVE STIMULATION	HOME EMOTIONAL SUPPORT	VERBAL MEMORY A & B	VERBAL MEMORY C	BEHAVIOR PROBLEMS	PIAT MATH	PIAT READING RECOGNITION	PIAT READING COMPREHENSION	DIGIT SPAN
3 Years	.37[a]	.37[a]	.34[a]	.32[a]	---	---	---	---	---
4 Years	.43[a]	.32[a]	.38[a]	.34[a]	-.07	---	---	---	---
5 Years	.41[a]	.38[a]	.41[a]	.27[a]	-.11[b]	.47[a]	.42[a]	.36[*a]	---
6 Years	.24[a]	.22[a]	.33[a]	.21[a]	-.10	.47[a]	.30[a]	.26[*a]	---
7 Years	.37[a]	.27[a]	---	---	-.22[a]	.50[a]	.37[a]	.31[a]	.23[a]
8 Years	.31[a]	.35[a]	---	---	.01	.54[a]	.45[a]	.51[a]	.30[a]
9 Years and Over	.28[a]	.20[a]	---	---	-.10[c]	.57[a]	.56[a]	.60[a]	.31[a]

Note: a = significant at $p < .01$; b = significant at $p < .05$; c = significant at $p < .10$

Appendix A

CHILD ASSESSMENT DESCRIPTIVE TABLES 1.1 - 13.9

A1. HOME TABLES:

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Table A1.19. The HOME - Emotional Support Standard Scores (Internal Norms) by Maternal Characteristics and Age of Child: Sample Cases
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A2. TEMPERAMENT TABLES:

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Table A1.1. The HOME - Standard Scores (Internal Norms) by Age and Race/Ethnicity of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	< 3 years	15.2	28.2	42.2	14.5	100.0	100.0	15.0
	3 - 5 years	15.7	31.1	38.8	14.4	100.0	100.0	15.0
	6 years or older	17.0	31.3	36.0	15.7	100.0	100.0	15.0
	Total	15.9	30.0	39.2	14.8	100.0	100.0	15.0
RACE OF CHILD	AGE OF CHILD							
Hispanic	< 3 years	23.3	30.5	37.8	8.4	100.0	95.5	16.3
	3 - 5 years	26.4	39.8	27.7	6.1	100.0	94.1	15.9
	6 years or older	30.5	28.8	28.2	12.5	100.0	95.3	16.9
	Total	26.7	33.1	31.2	9.0	100.0	95.0	16.4
Black	< 3 years	36.2	31.5	27.1	5.2	100.0	90.6	15.5
	3 - 5 years	31.7	40.2	24.8	3.3	100.0	91.1	15.2
	6 years or older	29.5	38.6	22.9	9.0	100.0	93.3	15.5
	Total	32.2	37.0	24.7	6.1	100.0	91.8	15.5
White	< 3 years	9.9	27.2	45.8	17.1	100.0	102.5	13.8
	3 - 5 years	9.8	27.5	44.1	18.6	100.0	103.2	13.5
	6 years or older	9.5	28.4	42.9	19.1	100.0	103.7	13.1
	Total	9.8	27.6	44.5	18.1	100.0	103.0	13.6

Table A1.2. The HOME - Standard Scores (Internal Norms) by Age and Race/Ethnicity of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	< 3 years	346	507	659	192	76	1704	1780	95.7
	3 - 5 years	357	571	504	162	63	1594	1657	96.2
	6 years or older	343	495	468	182	46	1488	1534	97.0
	Total	1046	1573	1631	536	185	4786	4971	96.3
RACE OF CHILD	AGE OF CHILD								
Hispanic	< 3 years	68	93	119	27	11	307	318	96.5
	3 - 5 years	87	132	88	22	20	329	349	94.3
	6 years or older	81	79	75	28	7	263	270	97.4
	Total	236	304	282	77	38	899	937	95.9
Black	< 3 years	165	154	129	24	24	472	496	95.2
	3 - 5 years	162	198	115	15	18	490	508	96.5
	6 years or older	184	222	126	46	22	578	600	96.3
	Total	511	574	370	85	64	1540	1604	96.0
White	< 3 years	113	260	411	141	41	925	966	95.8
	3 - 5 years	108	241	301	125	25	775	800	96.9
	6 years or older	78	194	267	108	17	647	664	97.4
	Total	299	695	979	374	83	2347	2430	96.6

Table A1.3. The HOME - Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		0-9.9	10-12.9	13-15.9	16-18.9	19 +	TOTAL	MEAN	STD DEV
AGE OF CHILD									
	< 3 years	7.3	26.6	45.5	20.5		100.0	13.4	2.5
	3 - 5 years	1.5	3.9	11.0	24.6	59.1	100.0	18.9	3.5
	6 years or older	2.3	6.9	14.4	27.8	48.6	100.0	18.1	3.8
	Total	3.9	13.4	25.1	24.0	33.6	100.0	16.6	4.1
RACE OF CHILD	AGE OF CHILD								
Hispanic	< 3 years	9.4	35.3	43.3	12.0		100.0	12.7	2.6
	3 - 5 years	2.6	6.6	18.6	30.3	41.9	100.0	17.6	3.7
	6 years or older	4.4	12.9	21.3	24.0	37.4	100.0	16.9	4.3
	Total	5.4	18.1	27.6	22.2	26.7	100.0	15.7	4.2
Black	< 3 years	16.7	42.1	34.6	6.6		100.0	11.9	2.5
	3 - 5 years	4.1	8.8	20.7	32.4	34.1	100.0	16.8	3.6
	6 years or older	4.9	13.0	24.1	30.4	27.6	100.0	16.3	4.0
	Total	8.1	20.3	26.2	23.9	21.4	100.0	15.1	4.1
White	< 3 years	5.1	22.5	48.1	24.3		100.0	13.7	2.4
	3 - 5 years	0.6	2.2	7.3	21.6	68.2	100.0	19.7	3.2
	6 years or older	0.9	3.2	9.1	27.3	59.5	100.0	19.0	3.4
	Total	2.5	10.8	24.5	24.2	38.0	100.0	17.1	4.0

Table A1.4. The HOME - Raw Scores by Age and Race /Ethnicity of Child: Sample Cases

		0-9.9	10-12.9	13-15.9	16-18.9	19 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	< 3 years	159	536	739	270		76	1704	1780	95.7
	3 - 5 years	36	94	243	459	762	63	1594	1657	96.2
	6 years or older	55	142	268	417	606	46	1488	1534	97.0
	Total	250	772	1250	1146	1368	185	4786	4971	96.3
RACE OF CHILD	AGE OF CHILD									
Hispanic	< 3 years	30	106	132	39		11	307	318	96.5
	3 - 5 years	9	21	59	105	135	20	329	349	94.3
	6 years or older	12	34	56	65	96	7	263	270	97.4
	Total	51	161	247	209	231	38	899	937	95.9
Black	< 3 years	73	203	166	30		24	472	496	95.2
	3 - 5 years	21	44	108	160	157	18	490	508	96.5
	6 years or older	34	80	142	170	152	22	578	600	96.3
	Total	128	327	416	360	309	64	1540	1604	96.0
White	< 3 years	56	227	441	20		41	925	966	95.8
	3 - 5 years	6	29	76	194	470	25	775	800	96.9
	6 years or older	9	28	70	182	358	17	647	664	97.4
	Total	71	284	587	577	828	83	2347	2430	96.6

Table A1.5. The HOME - Standard Scores (Internal Norms) by Maternal Characteristics and Age of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD							
< 12 yrs school	< 3 years	26.6	31.1	31.5	10.7	100.0	93.4	17.7
	3 - 5 years	26.5	36.5	27.9	9.0	100.0	93.8	16.5
	6 years or older	28.8	35.1	26.1	10.0	100.0	94.1	16.4
	Total	27.5	34.5	28.1	9.9	100.0	93.8	16.8
12 yrs school	< 3 years	14.0	29.4	45.0	11.7	100.0	100.0	13.7
	3 - 5 years	14.0	31.5	41.7	12.8	100.0	100.5	13.8
	6 years or older	12.0	30.6	40.1	17.3	100.0	102.4	13.5
	Total	13.4	30.5	42.5	13.6	100.0	100.8	13.7
13 + yrs school	< 3 years	9.8	23.5	44.0	22.7	100.0	104.4	14.0
	3 - 5 years	5.7	22.5	44.1	27.7	100.0	107.2	13.0
	6 years or older	7.6	23.9	44.2	24.3	100.0	105.5	12.5
	Total	8.2	23.3	44.1	24.4	100.0	105.4	13.5
MATERNAL AGE AT BIRTH OF CHILD								
< 20 years old	< 3 years	18.5	14.6	41.5	25.4	100.0	102.9	17.7
	3 - 5 years	20.6	36.0	32.6	10.8	100.0	96.9	14.9
	6 years or older	19.4	31.9	33.0	15.6	100.0	98.9	15.6
	Total	19.7	32.3	33.3	14.7	100.0	98.5	15.5
20-24 years	< 3 years	18.5	28.5	42.2	10.8	100.0	98.3	15.1
	3 - 5 years	13.5	28.2	41.8	16.5	100.0	101.5	14.9
	6 years or older	11.9	29.8	42.4	15.9	100.0	102.4	13.4
	Total	15.3	28.6	42.1	14.1	100.0	100.3	14.8
25-29 years	< 3 years	9.9	29.3	42.1	18.7	100.0	102.2	14.2
	3 - 5 years	14.5	43.6	35.1	6.5	100.0	98.5	13.0
	Total	10.2	30.4	41.6	17.8	100.0	101.9	14.1

Table A1.6. The HOME - Standard Scores (Internal Norms) by Maternal Characteristics and Age of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	< 3 years	126	136	125	27	17	414	431	96.1
	3 - 5 years	175	194	101	24	23	494	517	95.6
	6 years or older	204	200	158	43	20	605	625	96.8
	Total	505	530	384	94	60	1513	1573	96.2
12 yrs school	< 3 years	158	265	343	84	41	850	891	95.4
	3 - 5 years	154	304	281	83	26	822	848	96.9
	6 years or older	120	237	242	94	17	693	710	97.6
	Total	432	806	866	261	84	2365	2449	96.6
13 + yrs school	< 3 years	56	102	189	81	17	428	445	96.2
	3 - 5 years	22	67	117	55	14	261	275	94.9
	6 years or older	16	52	62	43	8	173	181	95.6
	Total	94	221	368	179	39	862	901	95.7
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	< 3 years	22	21	40	12	6	95	101	94.1
	3 - 5 years	151	215	142	34	17	542	559	97.0
	6 years or older	274	367	330	131	37	1102	1139	96.8
	Total	447	603	512	177	60	1739	1799	96.7
20-24 years	< 3 years	247	321	394	90	41	1052	1093	96.2
	3 - 5 years	196	336	345	123	44	1000	1044	95.8
	6 years or older	69	128	138	51	9	386	395	97.7
	Total	512	785	877	264	94	2438	2532	96.3
25-29 years	< 3 years	77	165	225	90	29	557	586	95.1
	3 - 5 years	10	20	17	5	2	52	54	96.3
	Total	87	185	242	95	31	609	640	95.2

Table A1.7. The HOME - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

MATERNAL EDUCATION	AGE OF CHILD	0-9.9	10-12.9	13-15.9	16-18.9	19 +	INVALID	VALID	TOTAL	% VALID
< 12 yrs school	< 3 years	65	164	146	39		17	414	431	96.1
	3 - 5 years	25	52	105	160	152	23	494	517	95.6
	6 years or older	44	87	137	153	184	20	605	625	96.8
	Total	134	303	388	352	336	60	1513	1573	96.2
12 yrs school	< 3 years	63	275	389	123		41	850	891	95.4
	3 - 5 years	9	34	118	238	423	26	822	848	96.9
	6 years or older	9	45	109	217	313	17	693	710	97.6
	Total	81	354	616	578	736	84	2365	2449	96.6
13 + yrs school	< 3 years	27	93	200	108		17	428	445	96.2
	3 - 5 years	2	7	13	57	182	14	261	275	94.9
	6 years or older	2	8	19	43	101	8	173	181	95.6
	Total	31	108	232	208	283	39	862	901	95.7
MATERNAL AGE AT BIRTH OF CHILD										
< 20 years old	< 3 years	8	25	38	24		6	95	101	94.1
	3 - 5 years	15	31	110	172	214	17	542	559	97.0
	6 years or older	45	121	208	307	421	37	1102	1139	96.8
	Total	68	177	356	503	635	60	1739	1799	96.7
20-24 years	< 3 years	101	359	456	136		41	1052	1093	96.2
	3 - 5 years	20	60	127	269	524	44	1000	1044	95.8
	6 years or older	10	21	60	110	185	9	386	395	97.7
	Total	131	440	643	515	709	94	2438	2532	96.3
25-29 years	< 3 years	50	152	245	110		29	557	586	95.1
	3 - 5 years	1	3	6	18	24	2	52	54	96.3
	Total	51	155	251	128	24	31	609	640	95.2

Table A1.8. The HOME - Number of Items Imputed in Calculating Standard Score by Race/Ethnicity of Child and Maternal Education: Sample Cases

RACE OF CHILD	MATERNAL EDUCATION	0	1	2-3	4-5	6-7	8-9	10-14	15-26	TOTAL	% COMPUTED
Hispanic	< 12 yrs school	324	57	10	4	2	10	16	4	427	24.1
	12 yrs school	327	25	5	6	1	5	4		373	12.3
	13 + yrs school	111	10	2			2	4	2	131	15.3
	Total	767	93	17	10	3	17	24	6	937	18.1
Black	< 12 yrs school	376	46	16	13	2	10	3	3	469	19.8
	12 yrs school	633	59	22	13	2	16	12	8	765	17.2
	13 + yrs school	276	33	8	5	2	15	4	2	345	20.0
	Total	302	142	48	32	6	42	19	13	1604	18.8
White	< 12 yrs school	586	54	7	4		14	8	4	677	13.4
	12 yrs school	1138	93	12	16	1	26	17	8	1311	15.2
	13 + yrs school	381	25	2	2		8	5	2	425	10.4
	Total	2117	176	21	22	1	49	30	14	2430	12.9
Total		4186	411	86	64	10	108	73	33	4971	15.8

Table A1.9. The HOME - Cognitive Stimulation Standard Scores (Internal Norms) by Age and Race/Ethnicity of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	< 3 years	14.9	36.0	34.2	14.9	100.0	100.0	15.0
	3 - 5 years	15.1	28.4	43.4	13.1	100.0	100.0	15.0
	6 years or older	15.8	29.7	37.7	16.9	100.0	100.0	15.0
	Total	15.2	31.7	38.3	14.9	100.0	100.0	15.0
RACE OF CHILD	AGE OF CHILD							
Hispanic	< 3 years	29.5	38.8	24.5	7.2	100.0	93.8	15.7
	3 - 5 years	29.1	36.1	29.7	5.0	100.0	92.4	16.7
	6 years or older	26.5	34.8	29.0	9.8	100.0	95.0	15.5
	Total	28.4	36.6	27.7	7.2	100.0	93.7	16.0
Black	< 3 years	33.0	39.3	20.4	7.2	100.0	91.5	16.4
	3 - 5 years	28.7	36.4	30.5	4.4	100.0	92.4	16.8
	6 years or older	23.7	35.2	28.3	12.8	100.0	95.9	15.8
	Total	28.0	36.8	26.6	8.5	100.0	93.5	16.4
White	< 3 years	9.9	35.1	37.9	17.1	100.0	102.3	13.8
	3 - 5 years	9.8	25.4	48.4	16.3	100.0	102.9	13.2
	6 years or older	11.0	26.6	42.9	19.5	100.0	102.4	14.0
	Total	10.1	29.7	42.7	17.5	100.0	102.5	13.7

Table A1.10. The HOME - Cognitive Stimulation Standard Scores (Internal Norms) by Age and Race/Ethnicity of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	< 3 years	328	589	473	181	209	1571	1780	88.3
	3 - 5 years	335	469	539	143	171	1486	1657	89.7
	6 years or older	278	415	450	176	215	1319	1534	86.0
	Total	941	1473	1462	500	595	4376	4971	88.0
RACE OF CHILD	AGE OF CHILD								
Hispanic	< 3 years	82	108	75	17	36	282	318	88.7
	3 - 5 years	93	104	88	16	48	301	349	86.2
	6 years or older	60	74	65	19	52	218	270	80.7
	Total	235	286	228	52	136	801	937	85.5
Black	< 3 years	138	168	83	30	77	419	496	84.5
	3 - 5 years	133	158	127	20	70	438	508	86.2
	6 years or older	133	183	137	58	89	511	600	85.2
	Total	404	509	347	108	236	1368	1604	85.3
White	< 3 years	108	313	315	134	96	870	966	90.1
	3 - 5 years	109	207	324	107	53	747	800	93.4
	6 years or older	85	158	248	99	74	590	664	88.9
	Total	302	678	887	340	223	2207	2430	90.8

Table A1.11. The HOME - Cognitive Stimulation Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-4	5-6	7-8	9-10	11-12	13 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	< 3 years	288	573	619	9			209	1571	1780	88.3
	3 - 5 years	32	85	172	351	477	369	171	1486	1657	89.7
	6 years or older	83	195	324	392	270	55	215	1319	1534	86.0
	Total	403	853	1115	834	747	424	595	4376	4971	88.0
RACE OF CHILD	AGE OF CHILD										
Hispanic	< 3 years	52	127	95	8			36	282	318	88.7
	3 - 5 years	11	21	51	78	97	43	48	301	349	86.2
	6 years or older	18	42	58	61	34	5	52	218	270	80.7
	Total	81	190	204	147	131	48	136	801	937	85.5
Black	< 3 years	115	172	121	1			77	419	496	84.5
	3 - 5 years	14	40	61	126	125	72	70	438	508	86.2
	6 years or older	41	92	153	122	84	19	89	511	600	85.2
	Total	170	304	335	259	209	91	236	1368	1604	85.3
White	< 3 years	121	274	403	72			96	870	966	90.1
	3 - 5 years	7	24	60	147	255	254	53	747	800	93.4
	6 years or older	24	61	113	209	152	31	74	590	664	88.9
	Total	152	359	576	428	407	285	223	2207	2430	90.8

Table A1.12. The HOME - Cognitive Stimulation Standard Scores (Internal Norms) by Maternal Characteristics and Age of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD							
< 12 yrs school	< 3 years	28.2	35.3	24.0	12.4	100.0	94.3	18.0
	3 - 5 years	29.2	28.4	33.8	8.6	100.0	93.5	17.6
	6 years or older	28.4	30.0	29.6	11.9	100.0	94.7	17.0
	Total	28.6	31.0	29.4	11.0	100.0	94.2	17.5
12 yrs school	< 3 years	13.8	38.7	35.1	12.5	100.0	100.0	14.0
	3 - 5 years	12.6	31.8	44.4	11.1	100.0	100.6	13.8
	6 years or older	10.6	31.5	40.0	18.0	100.0	101.7	13.4
	Total	12.5	34.3	39.7	13.5	100.0	100.7	13.8
13 + yrs school	< 3 years	8.4	31.1	39.3	21.2	100.0	103.7	13.6
	3 - 5 years	4.7	16.6	53.4	25.3	100.0	106.8	11.1
	6 years or older	5.7	23.2	46.6	24.4	100.0	105.7	11.7
	Total	6.8	25.4	44.8	23.0	100.0	105.0	12.6
MATERNAL AGE AT BIRTH OF CHILD								
< 20 years old	< 3 years	12.1	27.0	33.8	27.1	100.0	103.8	16.7
	3 - 5 years	21.8	30.5	39.1	8.6	100.0	97.4	15.4
	6 years or older	18.2	28.3	38.4	15.1	100.0	99.4	15.7
	Total	19.0	28.9	38.4	13.7	100.0	99.0	15.7
20-24 years	< 3 years	17.0	36.6	33.4	13.0	100.0	98.8	15.2
	3 - 5 years	12.1	28.0	44.5	15.4	100.0	101.2	14.8
	6 years or older	10.5	32.6	36.2	20.7	100.0	101.3	13.4
	Total	13.9	32.3	38.5	15.3	100.0	100.3	14.8
25-29 years	< 3 years	12.1	36.3	35.5	16.1	100.0	101.3	14.3
	3 - 5 years	15.0	19.8	58.3	6.9	100.0	98.8	14.0
	Total	12.3	35.0	37.3	15.4	100.0	101.1	14.3

Table A1.13. The HOME - Cognitive Stimulation Standard Scores (Internal Norms) by Maternal Characteristics and Age of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	< 3 years	134	138	76	32	51	380	431	88.2
	3 - 5 years	173	140	121	20	63	454	517	87.8
	6 years or older	177	159	146	45	98	527	625	84.3
	Total	484	437	343	97	212	1361	1573	86.5
12 yrs school	< 3 years	145	315	248	79	104	787	891	88.3
	3 - 5 years	141	266	293	71	77	771	848	90.9
	6 years or older	86	218	238	88	80	630	710	88.7
	Total	372	799	779	238	261	2188	2449	89.3
13 + yrs school	< 3 years	46	131	148	70	50	395	445	88.8
	3 - 5 years	19	55	123	50	28	247	275	89.8
	6 years or older	13	37	58	41	32	149	181	82.3
	Total	78	223	329	161	110	791	901	87.8
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	< 3 years	16	38	24	12	11	90	101	89.1
	3 - 5 years	144	166	160	29	60	499	559	89.3
	6 years or older	228	304	327	123	157	982	1139	86.2
	Total	388	508	511	164	228	1571	1799	87.3
20-24 years	< 3 years	228	370	278	94	123	970	1093	88.7
	3 - 5 years	181	293	355	109	106	938	1044	89.8
	6 years or older	50	111	123	53	58	337	395	85.3
	Total	459	774	756	256	287	2245	2532	88.7
25-29 years	< 3 years	84	181	171	75	75	511	586	87.2
	3 - 5 years	10	10	24	5	5	49	54	90.7
	Total	94	191	195	80	80	560	640	87.5

Table A1.14. The HOME - Cognitive Stimulation Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0-4	5-6	7-8	9-10	11-12	13 +	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	< 3 years	114	141	106	19		51	380	431	88.2
	3 - 5 years	23	45	82	119	129	119	454	517	87.8
	6 years or older	66	111	126	133	77	112	527	625	84.3
	Total	203	297	314	271	206	282	1361	1573	86.5
12 yrs school	< 3 years	121	314	313	39		104	787	891	88.3
	3 - 5 years	8	34	79	184	263	280	771	848	90.9
	6 years or older	17	69	170	211	138	105	630	710	88.7
	Total	146	417	562	434	401	489	2188	2449	89.3
13 + yrs school	< 3 years	49	117	196	33		50	395	445	88.8
	3 - 5 years	1	6	9	42	81	136	247	275	89.8
	6 years or older		13	27	41	53	47	149	181	82.3
	Total	50	136	232	116	134	233	791	901	87.8
MATERNAL AGE AT BIRTH OF CHILD										
< 20 years old	< 3 years	7	35	36	12		11	90	101	89.1
	3 - 5 years	10	34	72	128	164	151	499	559	89.3
	6 years or older	70	158	245	270	203	193	982	1139	86.2
	Total	87	227	353	410	367	355	1571	1799	87.3
20-24 years	< 3 years	187	366	371	46		123	970	1093	88.7
	3 - 5 years	20	49	94	213	295	373	938	1044	89.8
	6 years or older	13	37	79	122	67	77	337	395	85.3
	Total	220	452	544	381	362	573	2245	2532	88.7
25-29 years	< 3 years	94	172	212	33		75	511	586	87.2
	3 - 5 years	2	2	6	10	18	16	49	54	90.7
	Total	96	174	218	43	18	91	560	640	87.5

Table A1.15. The HOME - Emotional Support Standard Scores (Internal Norms) by Age and Race/Ethnicity of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	< 3 years	15.5	31.8	38.6	14.0	100.0	100.0	15.0
	3 - 5 years	16.1	21.7	41.2	21.0	100.0	100.0	15.0
	6 years or older	16.0	33.2	36.5	14.3	100.0	100.0	15.0
	Total	15.8	29.0	38.8	16.3	100.0	100.0	15.0
RACE OF CHILD	AGE OF CHILD							
Hispanic	< 3 years	14.3	30.5	41.0	14.1	100.0	99.3	16.1
	3 - 5 years	19.0	18.9	43.7	18.4	100.0	98.8	15.2
	6 years or older	19.1	29.8	32.7	18.4	100.0	98.3	17.6
	Total	17.5	26.3	39.2	17.0	100.0	98.8	16.3
Black	< 3 years	26.8	39.1	26.4	7.7	100.0	93.1	16.4
	3 - 5 years	28.2	32.5	33.4	6.0	100.0	92.1	14.6
	6 years or older	30.3	37.9	26.3	5.5	100.0	92.8	15.4
	Total	28.6	36.7	28.5	6.3	100.0	92.7	15.5
White	< 3 years	13.3	30.4	41.0	15.3	100.0	101.5	14.1
	3 - 5 years	12.5	19.3	42.9	25.3	100.0	102.2	14.3
	6 years or older	9.4	31.8	41.4	17.5	100.0	103.3	13.2
	Total	12.0	27.1	41.7	19.1	100.0	102.2	14.0

Table A1.16. The HOME - Emotional Support Standard Scores (Internal Norms) by Age and Race/Ethnicity of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	< 3 years	280	536	589	211	164	1616	1780	90.8
	3 - 5 years	295	367	579	248	168	1489	1657	89.9
	6 years or older	290	483	454	180	127	1407	1534	91.7
	Total	865	1386	1622	639	459	4512	4971	90.8
RACE OF CHILD	AGE OF CHILD								
Hispanic	< 3 years	42	91	116	43	26	292	318	91.8
	3 - 5 years	60	57	134	57	41	308	349	88.3
	6 years or older	49	75	74	44	28	242	270	89.6
	Total	151	223	324	144	95	842	937	89.9
Black	< 3 years	118	173	121	34	50	446	496	89.9
	3 - 5 years	130	141	146	25	66	442	508	87.0
	6 years or older	173	205	138	30	54	546	600	91.0
	Total	421	519	405	89	170	1434	1604	89.4
White	< 3 years	120	272	352	134	88	878	966	90.9
	3 - 5 years	105	169	299	166	61	739	800	92.4
	6 years or older	68	203	242	106	45	619	664	93.2
	Total	293	644	893	406	194	2236	2430	92.0

Table A1.17. The HOME - Emotional Support Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-3	4-5	6	7	8	9	10-11	12 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD													
	< 3 years	38	242	251	421	453	21			164	1616	1780	90.8
	3 - 5 years	37	191	189	245	332	247	235	13	168	1489	1657	89.9
	6 years or older	30	115	105	147	208	208	414	180	127	1407	1534	91.7
	Total	105	548	545	813	993	666	649	193	459	4512	4971	90.8
RACE OF CHILD	AGE OF CHILD												
Hispanic	< 3 years	9	33	41	82	84	43			26	292	318	91.8
	3 - 5 years	6	37	36	38	77	57	54	3	41	308	349	88.3
	6 years or older	11	21	10	29	31	28	68	44	28	242	270	89.6
	Total	26	91	87	149	192	128	122	47	95	842	937	89.9
Black	< 3 years	17	101	95	114	85	34			50	446	496	89.9
	3 - 5 years	21	87	72	91	87	59	25		66	442	508	87.0
	6 years or older	16	70	67	70	97	78	118	30	54	546	600	91.0
	Total	54	258	234	275	269	171	143	30	170	1434	1604	89.4
White	< 3 years	12	108	115	225	284	134			88	878	966	90.9
	3 - 5 years	10	67	81	116	168	131	156	10	61	739	800	92.4
	6 years or older	3	24	28	48	80	102	228	106	45	619	664	93.2
	Total	25	199	224	389	532	367	384	116	194	2236	2430	92.0

Table A1.18. The HOME - Emotional Support Standard Scores (Internal Norms) by Maternal Characteristics and Age of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD							
< 12 yrs school	< 3 years	24.5	32.7	35.6	7.2	100.0	95.3	16.6
	3 - 5 years	19.7	22.6	42.4	15.3	100.0	97.5	15.3
	6 years or older	22.9	35.4	31.5	10.3	100.0	96.1	15.9
	Total	22.3	30.6	36.1	11.0	100.0	96.3	15.9
12 yrs school	< 3 years	15.3	32.5	40.0	12.2	100.0	99.9	14.4
	3 - 5 years	15.9	23.9	41.0	19.2	100.0	99.7	14.3
	6 years or older	12.1	33.4	38.4	16.1	100.0	101.8	14.2
	Total	14.6	29.8	39.9	15.7	100.0	100.4	14.3
13 + yrs school	< 3 years	10.7	29.0	38.5	21.7	100.0	103.2	14.4
	3 - 5 years	11.5	12.5	41.1	34.9	100.0	104.7	15.8
	6 years or older	13.6	24.9	43.9	17.6	100.0	103.0	13.9
	Total	11.5	23.6	40.3	24.6	100.0	103.6	14.7
MATERNAL AGE AT BIRTH OF CHILD								
< 20 years old	< 3 years	17.9	20.9	48.7	12.6	100.0	100.1	15.1
	3 - 5 years	17.7	29.6	35.7	17.0	100.0	97.9	14.6
	6 years or older	17.0	36.0	33.7	13.3	100.0	99.0	15.3
	Total	17.3	33.2	35.1	14.4	100.0	98.7	15.1
20-24 years	< 3 years	18.9	31.5	38.2	11.4	100.0	98.4	15.6
	3 - 5 years	15.8	17.6	43.5	23.1	100.0	101.0	15.2
	6 years or older	13.7	27.3	42.4	16.6	100.0	102.2	14.1
	Total	16.7	25.1	41.1	17.1	100.0	100.1	15.2
25-29 years	< 3 years	10.3	33.6	38.2	17.9	100.0	102.4	13.6
	3 - 5 years	7.7	33.1	44.6	14.6	100.0	99.0	12.5
	Total	10.1	33.5	38.7	17.7	100.0	102.1	13.6

Table A1.19. The HOME - Emotional Support Standard Scores (Internal Norms) by Maternal Characteristics and by Age of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	< 3 years	92	135	130	33	41	390	431	90.5
	3 - 5 years	114	119	165	52	67	450	517	87.0
	6 years or older	151	194	161	60	59	566	625	90.6
	Total	357	448	456	145	167	1406	1573	89.4
12 yrs school	< 3 years	137	270	298	97	89	802	891	90.0
	3 - 5 years	143	200	308	125	72	776	848	91.5
	6 years or older	110	231	225	92	52	658	710	92.7
	Total	390	701	831	314	213	2236	2449	91.3
13 + yrs school	< 3 years	49	124	159	81	32	413	445	92.8
	3 - 5 years	33	42	103	70	27	248	275	90.2
	6 years or older	25	49	66	26	15	166	181	91.7
	Total	107	215	328	177	74	827	901	91.8
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	< 3 years	20	21	43	9	8	93	101	92.1
	3 - 5 years	113	147	178	64	57	502	559	89.8
	6 years or older	224	372	324	123	96	1043	1139	91.6
	Total	357	540	545	196	161	1638	1799	91.1
20-24 years	< 3 years	198	333	354	115	93	1000	1093	91.5
	3 - 5 years	178	202	381	177	106	938	1044	89.8
	6 years or older	66	111	130	57	31	364	395	92.2
	Total	442	646	865	349	230	2302	2532	90.9
25-29 years	< 3 years	62	182	192	87	63	523	586	89.2
	3 - 5 years	4	18	20	7	5	49	54	90.7
	Total	66	200	212	94	68	572	640	89.4

Table A1.20. The HOME - Emotional Support Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0-3	4-5	6	7	8	9	10-11	12 +	Invalid	Valid	Total	% Valid
MATERNAL EDUCATION	AGE OF CHILD												
< 12 yrs school	< 3 years	18	74	63	109	93	33			41	390	431	90.5
	3 - 5 years	18	74	64	77	95	70	51	1	67	450	517	87.0
	6 years or older	21	58	56	61	89	78	143	60	59	566	625	90.6
	Total	57	206	183	247	277	181	194	61	167	1406	1573	89.4
12 yrs school	< 3 years	13	124	125	212	231	97			89	802	891	90.0
	3 - 5 years	11	91	109	132	176	132	118	7	72	776	848	91.5
	6 years or older	9	48	31	69	93	108	208	92	52	658	710	92.7
	Total	33	263	265	413	500	337	326	99	213	2236	2449	91.3
13 + yrs school	< 3 years	7	42	57	99	127	8			32	413	445	92.8
	3 - 5 years	7	23	12	33	59	44	65	5	27	248	275	90.2
	6 years or older		7	17	14	22	19	61	26	15	166	181	91.7
	Total	14	72	86	146	208	144	126	31	74	827	901	91.8
MATERNAL AGE AT BIRTH OF CHILD													
< 20 years old	< 3 years	1	19	19	15	30	9			8	93	101	92.1
	3 - 5 years	15	70	78	97	109	69	61	3	57	502	559	89.8
	6 years or older	23	97	80	117	157	162	284	123	96	1043	1139	91.6
	Total	39	186	177	229	296	240	345	126	161	1638	1799	91.1
20-24 years	< 3 years	26	172	165	249	273	115			93	1000	1093	91.5
	3 - 5 years	22	118	101	139	215	166	168	9	106	938	1044	89.8
	6 years or older	7	18	25	30	51	46	130	57	31	364	395	92.2
	Total	55	308	291	418	539	327	298	66	230	2302	2532	90.9
25-29 years	< 3 years	11	51	67	157	150	87			63	523	586	89.2
	3 - 5 years		3	10	9	8	12	6	1	5	49	54	90.7
	Total	11	54	77	166	158	99	6	1	68	572	640	89.4

Table A2.1. Temperament - Activity Raw Scores by Age and Race/Ethnicity of Child - Children from Birth to Less Than 1 Year Old: Sample Cases

	1-4	5-9	10-14	15-19	INVALID	VALID	TOTAL	% VALID
RACE OF CHILD								
Hispanic	8	48	34	6		96	96	100.0
Black	8	67	70	8	4	153	157	97.5
White	30	164	110	11	6	315	321	98.1
TOTAL	46	279	214	25	10	564	574	98.3

Table A2.2. Temperament - Activity Raw Scores by Age and Race/Ethnicity of Child - Children from Birth to Less Than 1 Year Old: Weighted Distribution

		1-4	5-9	10-14	15-19	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	Under 1 year	9.2	53.0	34.5	3.3	100.0	8.7	3.1
	Total	9.2	53.0	34.5	3.3	100.0	8.7	3.1
RACE OF CHILD	AGE OF CHILD							
Hispanic	Under 1 year	9.0	48.9	35.6	6.6	100.0	8.9	3.2
	Total	9.0	48.9	35.6	6.6	100.0	8.9	3.2
Black	Under 1 year	4.9	44.9	45.9	4.3	100.0	9.5	2.9
	Total	4.9	44.9	45.9	4.3	100.0	9.5	2.9
White	Under 1 year	10.1	55.1	32.1	2.8	100.0	8.5	3.0
	Total	10.1	55.1	32.1	2.8	100.0	8.5	3.0

Table A2.3. Temperament - Predictability Raw Scores by Age and Race/Ethnicity of Child - Children From Birth to Less Than 1 Year Old: Sample Cases

	1-4	5-9	10-14	15-19	INVALID	VALID	TOTAL	% VALID
RACE OF CHILD								
Hispanic	1	13	58	24		96	96	100.0
Black	1	35	93	26	2	155	157	98.7
White	1	23	185	104	8	313	321	97.5
TOTAL	3	71	336	154	10	564	574	98.3

Table A2.4. Temperament - Predictability Raw Scores by Age and Race/Ethnicity of Child - Children From Birth to Less Than 1 Year Old: Weighted Distribution

		1-4	5-9	10-14	15-19	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	Under 1 year	0.5	9.5	60.7	29.3	100.0	12.7	2.3
	Total	0.5	9.5	60.7	29.3	100.0	12.7	2.3
RACE OF CHILD	AGE OF CHILD							
Hispanic	Under 1 year	0.9	12.5	61.6	25.0	100.0	12.1	2.6
	Total	0.9	12.5	61.6	25.0	100.0	12.1	2.6
Black	Under 1 year	0.8	20.1	62.3	16.8	100.0	11.6	2.6
	Total	0.8	20.1	62.3	16.8	100.0	11.6	2.6
White	Under 1 year	0.5	7.0	60.3	32.2	100.0	13.0	2.1
	Total	0.5	7.0	60.3	32.2	100.0	13.0	2.1

Table A2.5. Temperament - Fearfulness Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-4	5-9	10-14	15-19	20-24	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	Under 1 year	71	315	125	27	3	33	541	574	94.3
	1 year	45	272	207	82	7	9	613	622	98.6
	Total	116	587	332	109	10	42	1154	1196	96.5
RACE OF CHILD	AGE OF CHILD									
Hispanic	Under 1 year	8	56	25	4		3	93	96	96.9
	1 year	6	43	41	18	1	2	109	111	98.2
	Total	14	99	66	22	1	5	202	207	97.6
Black	Under 1 year	16	74	42	13	2	10	147	157	93.6
	1 year	9	66	54	31	3	3	163	166	98.2
	Total	25	140	96	44	5	13	310	323	96.0
White	Under 1 year	47	185	58	10	1	20	301	321	93.8
	1 year	30	163	112	33	3	4	341	345	98.8
	Total	77	348	170	43	4	24	642	666	96.4

Table A2.6. Temperament - Fearfulness Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-4	5-9	10-14	15-19	20-24	TOTAL	MEAN	STD DEV
AGE OF CHILD									
	Under 1 year	12.9	62.6	20.7	3.5	0.2	100.0	7.8	3.2
	1 year	7.2	45.9	34.9	11.2	0.7	100.0	9.6	3.7
	Total	9.9	53.8	28.2	7.6	0.5	100.0	8.7	3.6
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year	7.7	60.5	28.6	3.2		100.0	8.4	3.2
	1 year	4.3	39.7	38.3	16.6	1.1	100.0	10.4	4.0
	Total	5.8	49.1	33.9	10.5	0.6	100.0	9.5	3.8
Black	Under 1 year	10.9	52.6	27.2	8.1	1.2	100.0	8.9	3.8
	1 year	6.6	41.1	31.9	19.0	1.4	100.0	10.3	4.3
	Total	8.7	46.6	29.6	13.8	1.3	100.0	9.6	4.2
White	Under 1 year	13.8	64.8	18.7	2.6	0.1	100.0	7.5	3.1
	1 year	7.6	47.4	35.2	9.2	0.6	100.0	9.4	3.5
	Total	10.5	55.7	27.4	6.1	0.3	100.0	8.5	3.4

Table A2.7. Temperament - Positive Affect Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-4	5-9	10-14	15-19	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	Under 1 year	18	74	341	124	17	557	574	97.0
	1 year	2	19	398	193	10	612	622	98.4
	Total	20	93	739	317	27	1169	1196	97.7
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year	2	12	63	17	2	94	96	97.9
	1 year		6	70	31	4	107	111	96.4
	Total	2	18	133	48	6	201	207	97.1
Black	Under 1 year	5	24	82	41	5	152	157	96.8
	1 year	1	8	93	62	2	164	166	98.8
	Total	6	32	175	103	7	316	323	97.8
White	Under 1 year	11	38	196	66	10	311	321	96.9
	1 year	1	5	235	100	4	341	345	98.8
	Total	12	43	431	166	14	652	666	97.9

Table A2.8. Temperament - Positive Affect Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-4	5-9	10-14	15-19	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	Under 1 year	0.9	8.2	63.3	27.6	100.0	12.8	2.3
	1 year	0.1	1.9	62.7	35.3	100.0	13.6	1.5
	Total	0.4	4.8	63.0	31.8	100.0	13.3	2.0
RACE OF CHILD	AGE OF CHILD							
Hispanic	Under 1 year	0.7	7.7	69.1	22.5	100.0	12.6	2.2
	1 year		3.6	63.1	33.2	100.0	13.3	1.7
	Total	0.3	5.5	65.8	28.4	100.0	13.0	2.0
Black	Under 1 year	0.9	9.9	55.5	33.6	100.0	12.8	2.5
	1 year	0.1	3.1	54.3	42.5	100.0	13.6	1.7
	Total	0.5	6.2	54.9	38.4	100.0	13.3	2.1
White	Under 1 year	1.0	7.5	65.3	26.2	100.0	12.9	2.3
	1 year	0.1	0.9	66.5	32.5	100.0	13.7	1.3
	Total	0.5	3.9	66.0	29.7	100.0	13.3	1.9

Table A2.9. Temperament - Irritability Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-4	5-9	10-14	15-19	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	Under 1 year	19	335	193	11	16	558	574	97.2
	1 year	12	362	218	18	12	610	622	98.1
	Total	31	697	411	29	28	1168	1196	97.7
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year		63	30	1	2	94	96	97.9
	1 year	2	60	43	2	4	107	111	96.4
	Total	2	123	73	3	6	201	207	97.1
Black	Under 1 year	5	62	75	7	8	149	157	94.9
	1 year	1	70	80	13	2	164	166	98.8
	Total	6	132	155	20	10	313	323	96.9
White	Under 1 year	14	210	88	3	6	315	321	98.1
	1 year	9	232	95	3	6	339	345	98.3
	Total	23	442	183	6	12	654	666	98.2

Table A2.10. Temperament - Irritability Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-4	5-9	10-14	15-19	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	Under 1 year	3.8	64.3	30.2	1.7	100.0	8.6	2.5
	1 year	1.9	66.2	30.0	2.0	100.0	8.6	2.4
	Total	2.8	65.2	30.1	1.8	100.0	8.6	2.5
RACE OF CHILD	AGE OF CHILD							
Hispanic	Under 1 year		63.7	35.7	0.6	100.0	9.0	2.2
	1 year	1.8	55.3	41.0	1.9	100.0	9.0	2.4
	Total	1.0	59.1	38.6	1.3	100.0	9.0	2.3
Black	Under 1 year	2.7	40.9	52.5	3.9	100.0	9.9	2.7
	1 year	0.8	43.4	48.2	7.7	100.0	10.0	2.9
	Total	1.7	42.2	50.3	5.8	100.0	10.0	2.8
White	Under 1 year	4.4	69.0	25.3	1.3	100.0	8.3	2.4
	1 year	2.1	71.8	25.3	0.8	100.0	8.3	2.2
	Total	3.2	70.5	25.3	1.1	100.0	8.3	2.3

Table A2.11. Temperament - Compliance Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		5-9	10-14	15-19	20-24	25-29	30 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	2 years	1	44	137	201	137	20	44	540	584	92.5
	3 years	1	29	130	243	158	21	12	582	594	98.0
	4 years	1	29	105	210	192	32	18	569	587	96.9
	5 years		13	99	150	164	34	16	460	476	96.6
	6 years	1	10	63	159	157	32	23	422	445	94.8
	Total	4	125	534	963	808	139	113	2573	2686	95.8
RACE OF CHILD	AGE OF CHILD										
Hispanic	2 years		13	27	42	21	3	5	106	111	95.5
	3 years		7	33	44	32	4	1	120	121	99.2
	4 years		9	31	51	39	2	5	132	137	96.4
	5 years		3	20	32	29	4	3	88	91	96.7
	6 years		3	9	36	21	3	11	72	83	86.7
	Total		35	120	205	142	16	25	518	543	95.4
Black	2 years	1	22	55	55	30	1	9	164	173	94.8
	3 years		7	42	88	38	7	2	182	184	98.9
	4 years	1	7	31	56	61	7	4	163	167	97.6
	5 years		4	36	49	54	10	4	153	157	97.5
	6 years		3	28	57	55	11	7	154	161	95.7
	Total	2	43	192	305	238	36	26	816	842	96.9
White	2 years		9	55	104	86	16	30	270	300	90.0
	3 years	1	15	55	111	88	10	9	280	289	96.9
	4 years		13	43	103	92	23	9	274	283	96.8
	5 years		6	43	69	81	20	9	219	228	96.1
	6 years	1	4	26	66	81	18	5	196	201	97.5
	Total	2	47	222	453	428	87	62	1239	1301	95.2

Table A2.12. Temperament - Compliance Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		5-9	10-14	15-19	20-24	25-29	30 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	2 years	0.1	6.5	23.5	35.9	29.5	4.5	100.0	22.0	4.6
	3 years	0.0	3.8	21.5	43.4	28.3	3.1	100.0	22.2	4.1
	4 years	0.1	4.1	17.3	38.0	33.5	7.2	100.0	23.2	4.4
	5 years		2.3	16.8	31.4	37.9	11.6	100.0	24.0	4.4
	6 years	0.1	3.2	13.6	35.7	40.6	6.9	100.0	23.7	4.2
	Total	0.1	4.1	18.8	37.2	33.4	6.4	100.0	22.9	4.4
RACE OF CHILD	AGE OF CHILD									
Hispanic	2 years		12.4	27.4	36.2	21.4	2.6	100.0	20.7	4.6
	3 years		5.9	22.4	44.3	24.5	2.9	100.0	21.6	4.1
	4 years		5.6	26.5	37.7	28.8	1.4	100.0	21.9	4.3
	5 years		3.6	21.9	34.6	35.3	4.6	100.0	22.8	4.5
	6 years		3.6	10.7	56.3	25.6	3.9	100.0	22.5	3.6
	Total		6.5	22.7	41.0	27.0	2.9	100.0	21.8	4.3
Black	2 years	0.6	13.8	34.5	32.5	17.9	0.6	100.0	19.8	4.5
	3 years		4.1	23.3	48.2	21.1	3.3	100.0	21.7	4.0
	4 years	0.3	4.8	18.2	36.4	35.1	5.1	100.0	23.0	4.4
	5 years		2.4	21.8	34.1	35.0	6.7	100.0	23.1	4.2
	6 years		2.4	19.1	36.7	35.4	6.4	100.0	23.2	4.3
	Total	0.2	5.6	23.5	38.0	28.5	4.3	100.0	22.1	4.5
White	2 years		3.9	20.1	36.7	33.6	5.8	100.0	22.7	4.4
	3 years	0.1	3.4	20.8	41.8	31.0	3.0	100.0	22.4	4.1
	4 years		3.6	15.7	38.4	33.7	8.5	100.0	23.5	4.4
	5 years		2.1	14.7	30.2	39.0	14.0	100.0	24.5	4.4
	6 years	0.1	3.4	12.1	32.9	44.1	7.4	100.0	24.0	4.2
	Total	0.0	3.3	17.0	36.4	35.7	7.5	100.0	23.3	4.4

Table A2.13. Temperament - Inhibition Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-4	5-9	10-14	15-19	20-24	25-29	30 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD												
	Under 1 year	322	96	3					153	421	574	73.3
	1 year	239	341	13					29	593	622	95.3
	2 years			32	184	206	93	19	50	534	584	91.4
	3 years		1	37	182	216	109	19	30	564	594	94.9
	4 years		1	36	200	218	82	15	35	552	587	94.0
	5 years			47	188	157	52	5	27	449	476	94.3
	6 years			44	176	154	41	4	26	419	445	94.2
	Total	561	439	212	930	951	377	62	350	3532	3882	91.0
RACE OF CHILD	AGE OF CHILD											
Hispanic	Under 1 year	50	16	2					28	68	96	70.8
	1 year	42	64	4					1	110	111	99.1
	2 years			7	27	42	21	2	12	99	111	89.2
	3 years			5	41	35	27	5	8	113	121	93.4
	4 years		1	11	42	50	19	7	7	130	137	94.9
	5 years			6	32	30	15	2	6	85	91	93.4
	6 years			5	33	25	8	1	11	72	83	86.7
	Total	92	81	40	175	182	90	17	73	677	750	90.3
Black	Under 1 year	83	32						42	115	157	73.2
	1 year	60	85	5					16	150	166	90.4
	2 years			11	58	56	26	8	14	159	173	91.9
	3 years			8	56	72	32	6	10	174	184	94.6
	4 years			5	58	68	25	4	7	160	167	95.8
	5 years			18	60	54	14	2	9	148	157	94.3
	6 years			14	63	57	18	1	8	153	161	95.0
	Total	143	117	61	295	307	115	21	106	1059	1165	90.9
White	Under 1 year	189	48	1					83	238	321	74.1
	1 year	137	192	4					12	333	345	96.5
	2 years			14	99	108	46	9	24	276	300	92.0
	3 years		1	24	85	109	50	8	12	277	289	95.8
	4 years			20	100	100	38	4	21	262	283	92.6
	5 years			23	96	73	23	1	12	216	228	94.7
	6 years			25	80	72	15	2	7	194	201	96.5
	Total	326	241	111	460	462	172	24	171	1796	1967	91.3

Table A2.14. Temperament - Inhibition Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-4	5-9	10-14	15-19	20-24	25-29	30 +	TOTAL	MEAN	STD DEV
AGE OF CHILD											
	Under 1 year	77.3	22.4	0.2					100.0	3.2	1.7
	1 year	41.9	56.9	1.2					100.0	4.9	2.0
	2 years			5.7	36.7	37.0	17.9	2.7	100.0	20.6	4.3
	3 years		0.1	8.9	30.2	37.5	21.2	2.1	100.0	20.9	4.5
	4 years		0.2	7.6	34.8	39.9	14.9	2.6	100.0	20.4	4.3
	5 years			10.8	46.2	32.6	9.6	0.8	100.0	19.1	3.9
	6 years			11.6	40.8	37.1	9.0	1.5	100.0	19.4	4.2
	Total	17.4	13.2	6.3	25.8	25.6	10.4	1.4	100.0	15.2	8.3
RACE OF CHILD	AGE OF CHILD										
Hispanic	Under 1 year	75.5	22.1	2.4					100.0	3.5	2.3
	1 year	38.7	57.9	3.3					100.0	5.2	2.1
	2 years			7.6	25.6	44.3	21.1	1.4	100.0	21.2	4.2
	3 years			3.5	32.8	31.9	27.4	4.3	100.0	21.8	4.5
	4 years		1.8	7.7	32.7	39.5	13.3	5.0	100.0	20.3	4.7
	5 years			7.4	38.7	35.3	16.2	2.4	100.0	20.3	4.2
	6 years			8.3	46.4	33.1	10.7	1.4	100.0	19.6	4.0
	Total	13.9	12.1	5.8	25.3	27.3	13.2	2.3	100.0	16.4	8.1
Black	Under 1 year	73.4	26.6						100.0	3.4	1.8
	1 year	41.9	55.2	2.9					100.0	4.9	2.1
	2 years			7.2	37.4	34.9	16.0	4.4	100.0	20.6	4.7
	3 years			4.3	32.3	40.8	19.0	3.7	100.0	21.3	4.4
	4 years			3.8	35.0	42.8	15.9	2.6	100.0	20.9	3.9
	5 years			13.0	38.5	36.9	10.5	1.1	100.0	19.4	4.2
	6 years			8.2	41.5	37.3	12.3	0.8	100.0	19.8	4.2
	Total	14.0	10.8	5.7	27.5	28.9	11.2	1.9	100.0	16.4	8.0
White	Under 1 year	78.3	21.6	0.1					100.0	3.1	1.7
	1 year	42.2	57.1	0.7					100.0	4.9	2.0
	2 years			5.2	37.7	36.7	18.0	2.4	100.0	20.5	4.2
	3 years		0.1	10.9	29.3	37.2	21.1	1.4	100.0	20.7	4.5
	4 years			8.5	35.1	39.2	14.9	2.2	100.0	20.3	4.4
	5 years			10.5	49.5	30.9	8.5	0.5	100.0	18.9	3.7
	6 years			13.1	40.0	37.4	7.7	1.8	100.0	19.2	4.1
	Total	18.6	13.9	6.4	25.4	24.6	9.9	1.2	100.0	14.8	8.3

Table A2.15. Temperament - Insecure Attachment Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		5-9	10-14	15-19	20-24	25-29	30 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	2 years		41	204	205	101	14	19	565	584	96.7
	3 years	1	48	204	228	89	17	7	587	594	98.8
	4 years	1	66	245	182	67	14	12	575	587	98.0
	5 years	2	67	202	144	43	4	14	462	476	97.1
	6 years	1	74	198	104	41	7	20	425	445	95.5
	Total	5	296	1053	863	341	56	72	2614	2686	97.3
RACE OF CHILD	AGE OF CHILD										
Hispanic	2 years		7	29	42	30	2	1	110	111	99.1
	3 years	1	11	42	40	22	4	1	120	121	99.2
	4 years	1	17	45	49	23	2		137	137	100.0
	5 years	1	15	35	27	11	1	1	90	91	98.9
	6 years		11	35	16	11	2	8	75	83	90.4
	Total	3	61	186	174	97	11	11	532	543	98.0
Black	2 years		13	48	65	33	6	8	165	173	95.4
	3 years		10	45	81	36	9	3	181	184	98.4
	4 years		18	64	52	22	7	4	163	167	97.6
	5 years	1	19	60	54	16	2	5	152	157	96.8
	6 years	1	24	65	37	21	5	8	153	161	95.0
	Total	2	84	282	289	128	29	28	814	842	96.7
White	2 years		21	127	98	38	6	10	290	300	96.7
	3 years		27	117	107	31	4	3	286	289	99.0
	4 years		31	136	81	22	5	8	275	283	97.2
	5 years		33	107	63	16	1	8	220	228	96.5
	6 years		39	98	51	9		4	197	201	98.0
	Total		151	585	400	116	16	33	1268	1301	97.5

Table A2.16. Temperament - Insecure Attachment Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		5-9	10-14	15-19	20-24	25-29	30 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	2 years		6.4	41.9	33.4	16.1	2.1	100.0	20.3	4.3
	3 years	0.0	8.5	40.9	36.0	12.1	2.4	100.0	20.0	4.3
	4 years	0.1	11.0	46.9	29.6	10.4	1.9	100.0	19.3	4.3
	5 years	0.2	15.3	48.2	27.5	7.9	0.8	100.0	18.4	4.0
	6 years	0.2	19.4	49.5	22.7	7.4	0.9	100.0	18.0	4.2
	Total	0.1	11.5	45.1	30.4	11.1	1.7	100.0	19.3	4.3
RACE OF CHILD	AGE OF CHILD									
Hispanic	2 years		6.2	26.2	36.8	29.0	1.7	100.0	21.8	4.5
	3 years	0.5	7.8	32.0	36.5	19.3	3.9	100.0	20.9	4.5
	4 years	0.9	11.7	33.4	33.7	17.8	2.5	100.0	20.3	4.7
	5 years	0.6	20.0	36.7	29.9	11.3	1.6	100.0	19.0	4.8
	6 years		15.4	43.8	23.0	15.4	2.4	100.0	19.2	5.1
	Total	0.4	11.7	33.7	32.7	19.0	2.5	100.0	20.4	4.8
Black	2 years		7.4	27.6	40.2	21.0	3.9	100.0	21.2	4.6
	3 years		5.3	24.5	45.5	20.4	4.3	100.0	21.5	4.6
	4 years		10.4	38.9	32.1	14.0	4.6	100.0	20.3	4.9
	5 years	0.8	11.6	38.2	37.4	10.9	1.2	100.0	19.5	4.4
	6 years	0.7	17.2	42.1	24.9	12.1	3.0	100.0	18.8	4.9
	Total	0.3	10.1	33.8	36.5	16.0	3.5	100.0	20.3	4.8
White	2 years		6.1	47.3	31.4	13.4	1.8	100.0	19.9	4.1
	3 years		9.6	46.9	33.2	8.7	1.7	100.0	19.4	4.0
	4 years		11.1	50.9	28.4	8.4	1.2	100.0	18.9	4.0
	5 years		15.8	52.7	24.3	6.6	0.6	100.0	18.0	3.7
	6 years		20.6	52.6	21.9	4.9		100.0	17.6	3.7
	Total		11.9	49.8	28.4	8.8	1.1	100.0	18.9	4.0

Table A2.17. Temperament - Sociability Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-4	5-9	10-14	15-19	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	Under 1 year	15	112	60	12	375	199	574	34.7
	1 year	59	337	167	34	25	597	622	96.0
	2 years	28	198	231	106	21	563	584	96.4
	3 years	23	198	264	87	22	572	594	96.3
	4 years	9	181	261	118	18	569	587	96.9
	5 years	6	94	227	132	17	459	476	96.4
	6 years	2	75	227	133	8	437	445	98.2
	Total	142	1195	1437	622	486	3396	3882	87.5
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year	4	19	6	4	63	33	96	34.4
	1 year	12	65	28	4	2	109	111	98.2
	2 years	6	46	38	17	4	107	111	96.4
	3 years	6	36	47	25	7	114	121	94.2
	4 years	2	42	56	33	4	133	137	97.1
	5 years	2	25	36	23	5	86	91	94.5
	6 years		15	37	29	2	81	83	97.6
	Total	32	248	248	135	87	663	750	88.4
Black	Under 1 year	4	38	11	2	102	55	157	35.0
	1 year	25	93	29	6	13	153	166	92.2
	2 years	12	64	62	29	6	167	173	96.5
	3 years	10	62	87	21	4	180	184	97.8
	4 years	3	51	79	28	6	161	167	96.4
	5 years	3	32	75	42	5	152	157	96.8
	6 years	1	29	82	48	1	160	161	99.4
	Total	58	369	425	176	137	1028	1165	88.2
White	Under 1 year	7	55	43	6	210	111	321	34.6
	1 year	22	179	110	24	10	335	345	97.1
	2 years	10	88	131	60	11	289	300	96.3
	3 years	7	100	130	41	11	278	289	96.2
	4 years	4	88	126	57	8	275	283	97.2
	5 years	1	37	116	67	7	221	228	96.9
	6 years	1	31	108	56	5	196	201	97.5
	Total	52	578	764	311	262	1705	1967	86.7

Table A2.18. Temperament - Sociability Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-4	5-9	10-14	15-19	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	Under 1 year	7.1	53.5	35.2	4.3	100.0	9.4	2.7
	1 year	7.5	53.8	32.7	5.9	100.0	9.0	3.0
	2 years	4.0	31.6	43.9	20.4	100.0	11.0	3.2
	3 years	3.2	35.6	45.0	16.3	100.0	10.6	3.1
	4 years	1.5	30.1	46.5	21.8	100.0	11.4	2.9
	5 years	1.0	15.5	51.7	31.8	100.0	12.3	2.5
	6 years	0.3	16.8	55.5	27.5	100.0	12.2	2.3
	Total	3.5	33.7	44.3	18.6	100.0	10.9	3.1
RACE OF CHILD	AGE OF CHILD							
Hispanic	Under 1 year	11.6	59.0	20.2	9.3	100.0	8.6	3.3
	1 year	10.0	59.8	27.3	2.9	100.0	8.5	3.1
	2 years	4.8	41.3	36.1	17.8	100.0	10.3	3.3
	3 years	5.1	31.7	42.9	20.3	100.0	10.8	3.2
	4 years	1.3	33.7	39.6	25.4	100.0	11.1	3.1
	5 years	3.4	26.2	41.8	28.6	100.0	11.8	3.0
	6 years		19.7	39.1	41.2	100.0	12.6	2.5
	Total	4.5	37.4	36.8	21.3	100.0	10.7	3.3
Black	Under 1 year	7.5	68.3	20.6	3.6	100.0	8.6	2.4
	1 year	14.7	62.4	18.4	4.6	100.0	7.9	3.0
	2 years	7.1	38.5	37.9	16.4	100.0	10.2	3.6
	3 years	6.1	36.0	46.3	11.6	100.0	10.3	3.2
	4 years	2.0	31.4	48.1	18.5	100.0	11.3	2.8
	5 years	1.4	20.1	49.2	29.4	100.0	12.1	2.6
	6 years	0.8	18.9	51.0	29.3	100.0	12.1	2.5
	Total	5.5	36.4	40.9	17.3	100.0	10.5	3.3
White	Under 1 year	6.6	50.0	39.4	4.1	100.0	9.6	2.7
	1 year	5.9	51.6	36.0	6.5	100.0	9.3	2.9
	2 years	3.2	28.8	46.3	21.7	100.0	11.2	3.0
	3 years	2.0	36.0	44.8	17.2	100.0	10.7	3.0
	4 years	1.5	29.3	47.1	22.1	100.0	11.4	2.9
	5 years	0.6	12.8	53.6	32.9	100.0	12.5	2.3
	6 years	0.1	15.7	59.1	25.1	100.0	12.2	2.2
	Total	2.8	32.5	46.0	18.6	100.0	11.0	3.0

Table A2.19. Temperament - Difficulty Composite Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		10-19	20-29	30-39	40-49	50 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	Under 1 year	25	208	209	70	12	50	524	574	91.3
	1 year	15	189	272	98	6	42	580	622	93.2
	Total	40	397	481	168	18	92	1104	1196	92.3
RACE OF CHILD	AGE OF CHILD									
Hispanic	Under 1 year		39	36	12	5	4	92	96	95.8
	1 year	1	31	49	21	1	8	103	111	92.8
	Total	1	70	85	33	6	12	195	207	94.2
Black	Under 1 year	3	45	55	29	7	18	139	157	88.5
	1 year	6	28	66	45	4	17	149	166	89.8
	Total	9	73	121	74	11	35	288	323	89.2
White	Under 1 year	22	124	118	29		28	293	321	91.3
	1 year	8	130	157	32	1	17	328	345	95.1
	Total	30	254	275	61	1	45	621	666	93.2

Table A2.20. Temperament - Difficulty Composite Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		10-19	20-29	30-39	40-49	50 +	Total	Mean	Std Dev
AGE OF CHILD									
	Under 1 year	5.5	42.4	40.7	10.4	1.0	100.0	30.4	7.4
	1 year	2.8	35.0	49.1	12.6	0.5	100.0	31.7	6.9
	Total	4.1	38.5	45.1	11.6	0.8	100.0	31.1	7.2
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year		41.5	40.0	13.7	4.7	100.0	32.3	7.9
	1 year	0.7	31.8	45.9	20.4	1.2	100.0	33.8	6.8
	Total	0.4	36.4	43.2	17.3	2.8	100.0	33.1	7.4
Black	Under 1 year	1.8	33.3	41.0	19.4	4.5	100.0	34.3	8.9
	1 year	4.3	20.1	44.0	29.2	2.4	100.0	35.1	8.1
	Total	3.1	26.5	42.5	24.4	3.4	100.0	34.7	8.5
White	Under 1 year	6.7	44.3	40.7	8.3		100.0	29.5	6.7
	1 year	2.7	38.1	50.3	8.7	0.1	100.0	30.9	6.4
	Total	4.6	41.1	45.7	8.5	0.1	100.0	30.2	6.6

Table A2.21. Temperament - Negative Hedonic Tone Composite Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		10-14	15-19	20-24	25-29	30 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	Under 1 year	27	137	178	133	60	39	535	574	93.2
	1 year	39	136	191	137	101	18	604	622	97.1
	Total	66	273	369	270	161	57	1139	1196	95.2
RACE OF CHILD	AGE OF CHILD									
Hispanic	Under 1 year		27	33	23	10	3	93	96	96.9
	1 year	6	12	41	27	19	6	105	111	94.6
	Total	6	39	74	50	29	9	198	207	95.7
Black	Under 1 year	8	22	37	47	29	14	143	157	91.1
	1 year	9	29	36	42	46	4	162	166	97.6
	Total	17	51	73	89	75	18	305	323	94.4
White	Under 1 year	19	88	108	63	21	22	299	321	93.1
	1 year	24	95	114	68	36	8	337	345	97.7
	Total	43	183	222	131	57	30	636	666	95.5

Table A2.22. Temperament - Negative Hedonic Tone Composite Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		10-14	15-19	20-24	25-29	30 +	TOTAL	MEAN	STD DEV
AGE OF CHILD									
	Under 1 year	4.4	29.3	35.7	21.7	8.8	100.0	22.2	5.3
	1 year	6.1	25.3	32.9	22.4	13.3	100.0	22.8	5.7
	Total	5.3	27.2	34.3	22.1	11.2	100.0	22.5	5.5
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year		26.8	35.5	27.3	10.4	100.0	23.3	5.0
	1 year	5.7	10.6	38.8	26.4	18.5	100.0	24.4	5.9
	Total	3.0	18.1	37.3	26.8	14.7	100.0	23.9	5.5
Black	Under 1 year	5.2	14.9	27.0	34.6	18.4	100.0	24.8	6.1
	1 year	5.1	20.2	20.2	26.8	27.7	100.0	25.0	6.9
	Total	5.1	17.6	23.4	30.5	23.2	100.0	24.9	6.5
White	Under 1 year	4.6	32.4	37.5	18.7	5.8	100.0	21.6	5.0
	1 year	6.3	27.7	34.9	21.1	10.0	100.0	22.2	5.2
	Total	5.5	29.9	36.2	19.9	8.5	100.0	21.9	5.2

Table A2.23. Temperament - Friendliness Composite Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		5-9	10-14	15-19	20-24	25-29	30 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	Under 1 year			23	66	87	19	379	195	574	34.0
	1 year	1	8	88	228	203	57	37	585	622	94.1
	Total	1	8	111	294	290	76	416	780	1196	65.2
RACE OF CHILD	AGE OF CHILD										
Hispanic	Under 1 year			5	10	14	4	63	33	96	34.4
	1 year		2	12	51	34	6	6	105	111	94.6
	Total		2	17	61	48	10	69	138	207	66.7
Black	Under 1 year			13	21	16	2	105	52	157	33.1
	1 year		5	47	60	30	9	15	151	166	91.0
	Total		5	60	81	46	11	120	203	323	62.8
White	Under 1 year			5	35	57	13	211	110	321	34.3
	1 year	1	1	29	117	139	42	16	329	345	95.4
	Total	1	1	34	152	196	55	227	439	666	65.9

Table A2.24. Temperament - Friendliness Composite Raw Scores by Age and Race/Ethnicity of Child : Weighted Distribution

		5-9	10-14	15-19	20-24	25-29	30 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	Under 1 year			7.2	33.8	48.6	10.3	100.0	25.1	3.7
	1 year	0.1	0.9	11.0	38.3	38.0	11.7	100.0	24.4	4.2
	Total	0.1	0.6	10.1	37.2	40.7	11.4	100.0	24.6	4.1
RACE OF CHILD	AGE OF CHILD									
Hispanic	Under 1 year			15.5	31.1	42.4	11.1	100.0	24.1	4.3
	1 year		2.0	10.6	46.4	36.2	4.8	100.0	23.6	3.8
	Total		1.5	11.7	43.0	37.6	6.2	100.0	23.7	3.9
Black	Under 1 year			24.1	39.6	32.3	3.9	100.0	22.6	3.9
	1 year		2.6	29.8	40.6	20.5	6.4	100.0	21.8	4.6
	Total		1.9	28.4	40.4	23.5	5.8	100.0	22.0	4.4
White	Under 1 year			3.3	32.9	52.3	11.5	100.0	25.7	3.4
	1 year	0.1	0.4	7.4	37.1	41.6	13.4	100.0	25.0	3.9
	Total	0.1	0.3	6.4	36.0	44.3	12.9	100.0	25.2	3.8

Table A2.25. Temperament - Activity Raw Scores by Maternal Characteristics and Age of Child - Children From Birth to Less Than 1 Year Old: Sample Cases

	1-4	5-9	10-14	15-19	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION								
< 12 yrs school	7	47	63	6		123	123	100.0
12 yrs school	21	148	96	10	8	275	283	97.2
13 + yrs school	17	84	52	9	2	162	164	98.8
MATERNAL AGE AT BIRTH OF CHILD								
20-24 years	16	150	130	12	6	308	314	98.1
25-29 years	30	129	84	13	4	256	260	98.5

Table A2.26. Temperament - Predictability Raw Scores by Maternal Characteristics and Age of Child - Children From Birth to Less Than 1 Year Old: Sample Cases

	1-4	5-9	10-14	15-19	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION								
< 12 yrs school	1	21	68	33		123	123	100.0
12 yrs school	2	33	163	77	8	275	283	97.2
13 + yrs school		17	101	44	2	162	164	98.8
MATERNAL AGE AT BIRTH OF CHILD								
20-24 years	1	42	182	84	5	309	314	98.4
25-29 years	2	29	154	70	5	255	260	98.1

Table A2.27. Temperament - Fearfulness Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-4	5-9	10-14	15-19	20-24	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	Under 1 year	15	56	36	8	2	6	117	123	95.1
	1 year	7	65	44	28	4	6	148	154	96.1
	Total	22	121	80	36	6	12	265	277	95.7
12 yrs school	Under 1 year	34	147	68	13	1	20	263	283	92.9
	1 year	23	132	115	34	3	2	307	309	99.4
	Total	57	279	183	47	4	22	570	592	96.3
13 + yrs school	Under 1 year	22	108	21	6		7	157	164	95.7
	1 year	15	74	46	20		1	155	156	99.4
	Total	37	182	67	26		8	312	320	97.5
MATERNAL AGE AT BIRTH OF CHILD										
< 20 years old	1 year		11	6				17	17	100.0
	Total		11	6				17	17	100.0
20-24 years	Under 1 year	41	164	73	20	3	13	301	314	95.9
	1 year	31	161	138	59	5	9	394	403	97.8
	Total	72	325	211	79	8	22	695	717	96.9
25-29 years	Under 1 year	30	151	52	7		20	240	260	92.3
	1 year	14	100	63	23	2		202	202	100.0
	Total	44	251	115	30	2	20	442	462	95.7

Table A2.28. Temperament - Positive Affect Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-4	5-9	10-14	15-19	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	Under 1 year	7	14	74	24	4	119	123	96.7
	1 year		9	88	49	8	146	154	94.8
	Total	7	23	162	73	12	265	277	95.7
12 yrs school	Under 1 year	2	41	168	62	10	273	283	96.5
	1 year	2	7	199	99	2	307	309	99.4
	Total	4	48	367	161	12	580	592	98.0
13 + yrs school	Under 1 year	9	19	96	37	3	161	164	98.2
	1 year		2	109	45		156	156	100.0
	Total	9	21	205	82	3	317	320	99.1
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	1 year			10	7		17	17	100.0
	Total			10	7		17	17	100.0
20-24 years	Under 1 year	3	42	185	77	7	307	314	97.8
	1 year	1	15	250	129	8	395	403	98.0
	Total	4	57	435	206	15	702	717	97.9
25-29 years	Under 1 year	15	32	156	47	10	250	260	96.2
	1 year	1	4	138	57	2	200	202	99.0
	Total	16	36	294	104	12	450	462	97.4

Table A2.29. Temperament - Irritability Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-4	5-9	10-14	15-19	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	Under 1 year	5	61	49	4	4	119	123	96.7
	1 year	2	71	66	6	9	145	154	94.2
	Total	7	132	115	10	13	264	277	95.3
12 yrs school	Under 1 year	10	167	89	6	11	272	283	96.1
	1 year	5	186	109	6	3	306	309	99.0
	Total	15	353	198	12	14	578	592	97.6
13 + yrs school	Under 1 year	4	104	54	1	1	163	164	99.4
	1 year	5	105	41	5		156	156	100.0
	Total	9	209	95	6	1	319	320	99.7
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	1 year		13	4			17	17	100.0
	Total		13	4			17	17	100.0
20-24 years	Under 1 year	11	187	100	9	7	307	314	97.8
	1 year	3	225	152	12	11	392	403	97.3
	Total	14	412	252	21	18	699	717	97.5
25-29 years	Under 1 year	8	148	93	2	9	251	260	96.5
	1 year	9	124	62	6	1	201	202	99.5
	Total	17	272	155	8	10	452	462	97.8

Table A2.30. Temperament - Compliance Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		5-9	10-14	15-19	20-24	25-29	30-35	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	2 years		12	36	58	33	2	13	141	154	91.6
	3 years	1	13	39	72	34	8	3	167	170	98.2
	4 years	1	12	36	59	55	7	7	170	177	96.0
	5 years		8	38	52	54	10	8	162	170	95.3
	6 years	1	5	25	61	35	9	7	136	143	95.1
	Total	3	50	174	302	211	36	38	776	814	95.3
12 yrs school	2 years	1	18	72	100	75	12	21	278	299	93.0
	3 years		12	66	121	90	8	6	297	303	98.0
	4 years		13	51	116	106	16	6	302	308	98.1
	5 years		5	50	73	86	16	7	230	237	97.0
	6 years		3	31	84	89	16	10	223	233	95.7
	Total	1	51	270	494	446	68	50	1330	1380	96.4
13 + yrs school	2 years		14	26	42	28	6	9	116	125	92.8
	3 years		3	24	46	32	5	3	110	113	97.3
	4 years		4	18	32	30	7	5	91	96	94.8
	5 years			11	24	23	7	1	65	66	98.5
	6 years		2	7	13	28	7	6	57	63	90.5
	Total		23	86	157	141	32	24	439	463	94.8
MATERNAL AGE AT BIRTH OF CHILD											
< 20 years old	2 years		4	19	28	28	2	3	81	84	96.4
	3 years		8	32	64	41	3	2	148	150	98.7
	4 years	1	10	35	73	58	7	2	184	186	98.9
	5 years		6	51	69	79	13	5	218	223	97.8
	6 years		4	37	84	71	14	9	210	219	95.9
	Total	1	32	174	318	277	39	21	841	862	97.6
20-24 years	2 years	1	29	91	131	77	14	33	343	376	91.2
	3 years	1	20	91	153	108	16	9	389	398	97.7
	4 years		19	69	134	131	24	16	377	393	95.9
	5 years		7	48	81	85	21	11	242	253	95.7
	6 years	1	6	26	75	86	18	14	212	226	93.8
	Total	3	81	325	574	487	93	83	1563	1646	95.0
25-29 years	2 years		11	27	42	32	4	8	116	124	93.5
	3 years		1	7	26	9	2	1	45	46	97.8
	4 years			1	3	3	1		8	8	100.0
	Total		12	35	71	44	7	9	169	178	94.9

Table A2.31. Temperament - Inhibition Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-4	5-9	10-14	15-19	20-24	25-29	30-35	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUC	AGE OF CHILD											
< 12 yrs school	Under 1 year	75	24	1					23	100	123	81.3
	1 year	51	89	3					11	143	154	92.9
	2 years			11	37	63	22	4	17	137	154	89.0
	3 years			5	46	63	33	11	12	158	170	92.9
	4 years		1	13	48	77	22	7	9	168	177	94.9
	5 years			8	69	55	25	1	12	158	170	92.9
	6 years			9	52	52	16	3	11	132	143	92.3
	Total	126	114	50	252	310	118	26	95	996	1091	91.3
12 yrs school	Under 1 year	159	46	2					76	207	283	73.1
	1 year	117	172	7					13	296	309	95.8
	2 years			15	95	104	51	11	23	276	299	92.3
	3 years			27	94	107	56	7	12	291	303	96.0
	4 years			20	116	100	48	7	17	291	308	94.5
	5 years			24	98	77	22	4	12	225	237	94.9
	6 years			28	93	81	20	1	10	223	233	95.7
	Total	276	218	123	496	469	197	30	163	1809	1972	91.7
13 + yrs school	Under 1 year	86	25						53	111	164	67.7
	1 year	71	78	2					5	151	156	96.8
	2 years			5	50	38	19	4	9	116	125	92.8
	3 years		1	5	42	39	20	1	5	108	113	95.6
	4 years			3	34	38	12	1	8	88	96	91.7
	5 years			14	20	25	4		3	63	66	95.5
	6 years			6	28	20	4		5	58	63	92.1
	Total	157	104	35	174	160	59	6	88	695	783	88.8
MATERNAL AGE AT BIRTH OF CHILD												
< 20 years old	1 year	7	9						1	16	17	94.1
	2 years			4	29	29	10	3	9	75	84	89.3
	3 years			11	43	56	28	6	6	144	150	96.0
	4 years			16	63	71	26	4	6	180	186	96.8
	5 years			23	89	72	26	3	10	213	223	95.5
	6 years			19	94	69	25	1	11	208	219	95.0
	Total	7	9	73	318	297	115	17	43	836	879	95.1

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MATERNAL AGE AT BIRTH OF CHILD	AGE OF CHILD	1-4	5-9	10-14	15-19	20-24	25-29	30-35	INVALID	VALID	TOTAL	% VALID
20-24 years	Under 1 year	177	57	1					79	235	314	74.8
	1 year	141	230	10					22	381	403	94.5
	2 years			22	117	128	62	13	34	342	376	91.0
	3 years		1	22	125	147	68	13	22	376	398	94.5
	4 years		1	20	132	147	54	11	28	365	393	92.9
	5 years			24	99	85	26	2	17	236	253	93.3
	6 years			25	82	85	16	3	15	211	226	93.4
	Total	318	289	124	555	592	226	42	217	2146	2363	90.8
25-29 years	Under 1 year	145	39	2					74	186	260	71.5
	1 year	91	102	3					6	196	202	97.0
	2 years			6	38	49	21	3	7	117	124	94.4
	3 years			4	14	13	13		2	44	46	95.7
	4 years				5		2		1	7	8	87.5
	Total	236	141	15	57	62	36	3	90	550	640	85.9

Table A2.32. Temperament - Insecure Attachment Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		5-9	10-14	15-19	20-24	25-29	30-35	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	2 years		9	45	55	32	4	9	145	154	94.2
	3 years	1	14	50	62	32	10	1	169	170	99.4
	4 years	1	20	63	61	25	5	2	175	177	98.9
	5 years	2	22	57	56	24	2	7	163	170	95.9
	6 years		19	66	35	15	1	7	136	143	95.1
	Total	4	84	281	269	128	22	26	788	814	96.8
12 yrs school	2 years		20	115	99	49	9	7	292	299	97.7
	3 years		27	117	111	40	5	3	300	303	99.0
	4 years		36	129	92	36	8	7	301	308	97.7
	5 years		37	109	68	15	1	7	230	237	97.0
	6 years		43	101	52	23	5	9	224	233	96.1
	Total		163	571	422	163	28	33	1347	1380	97.6
13 + yrs school	2 years		11	42	50	20		2	123	125	98.4
	3 years		7	32	52	17	2	3	110	113	97.3
	4 years		10	51	26	6	1	2	94	96	97.9
	5 years		8	35	19	3	1		66	66	100.0
	6 years	1	10	30	14	3	1	4	59	63	93.7
	Total	1	46	190	161	49	5	11	452	463	97.6
MATERNAL AGE AT BIRTH OF CHILD											
< 20 years old	2 years		6	25	39	10	1	3	81	84	96.4
	3 years	1	6	49	60	28	4	2	148	150	98.7
	4 years		29	69	59	21	6	2	184	186	98.9
	5 years	2	29	93	69	20	3	7	216	223	96.9
	6 years	1	29	98	54	25	4	8	211	219	96.3
	Total	4	99	334	281	104	18	22	840	862	97.4
20-24 years	2 years		27	129	130	69	10	11	365	376	97.1
	3 years		37	137	154	53	13	4	394	398	99.0
	4 years	1	36	172	120	46	8	10	383	393	97.5
	5 years		38	109	75	23	1	7	246	253	97.2
	6 years		45	100	50	16	3	12	214	226	94.7
	Total	1	183	647	529	207	35	44	1602	1646	97.3
25-29 years	2 years		8	50	36	22	3	5	119	124	96.0
	3 years		5	18	14	8		1	45	46	97.8
	4 years		1	4	3				8	8	100.0
	Total		14	72	53	30	3	6	172	178	96.6

Table A2.33. Temperament - Sociability Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-4	5-9	10-14	15-19	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUC	AGE OF CHILD								
< 12 yrs school	Under 1 year	4	34	9	2	74	49	123	39.8
	1 year	19	89	33	6	7	147	154	95.5
	2 years	12	64	50	23	5	149	154	96.8
	3 years	12	73	58	16	11	159	170	93.5
	4 years	5	67	73	27	5	172	177	97.2
	5 years	4	48	79	30	9	161	170	94.7
	6 years		35	71	35	2	141	143	98.6
	Total	56	410	373	139	113	978	1091	89.6
12 yrs school	Under 1 year	7	49	31	7	189	94	283	33.2
	1 year	30	173	80	14	12	297	309	96.1
	2 years	12	99	125	52	11	288	299	96.3
	3 years	9	88	151	45	10	293	303	96.7
	4 years	2	89	143	63	11	297	308	96.4
	5 years	2	39	119	71	6	231	237	97.5
	6 years	2	28	125	72	6	227	233	97.4
	Total	64	565	774	324	245	1727	1972	87.6
13 + yrs school	Under 1 year	4	28	20	3	109	55	164	33.5
	1 year	9	73	54	14	6	150	156	96.2
	2 years	4	32	55	30	4	121	125	96.8
	3 years		32	54	26	1	112	113	99.1
	4 years	2	22	42	28	2	94	96	97.9
	5 years		7	28	29	2	64	66	97.0
	6 years		11	29	23		63	63	100.0
	Total	19	205	282	153	124	659	783	84.2
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	1 year	3	7	6	1		17	17	100.0
	2 years	4	30	30	17	3	81	84	96.4
	3 years	7	48	68	22	5	145	150	96.7
	4 years	3	66	74	38	5	181	186	97.3
	5 years	3	48	102	63	7	216	223	96.9
	6 years	2	32	118	62	5	214	219	97.7
	Total	22	231	398	203	25	854	879	97.2

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MATERNAL AGE AT BIRTH OF CHILD	AGE OF CHILD	1-4	5-9	10-14	15-19	INVALID	VALID	TOTAL	% VALID
20-24 years	Under 1 year	7	74	26	6	201	113	314	36.0
	1 year	41	222	102	20	18	385	403	95.5
	2 years	19	136	138	67	16	360	376	95.7
	3 years	12	134	177	58	17	381	398	95.7
	4 years	6	112	186	77	12	381	393	96.9
	5 years	3	46	125	69	10	243	253	96.0
	6 years		43	109	71	3	223	226	98.7
	Total	88	767	863	368	277	2086	2363	88.3
25-29 years	Under 1 year	8	38	34	6	174	86	260	33.1
	1 year	15	108	59	13	7	195	202	96.5
	2 years	5	32	63	22	2	122	124	98.4
	3 years	4	16	19	7		46	46	100.0
	4 years		3	1	3	1	7	8	87.5
	Total	32	197	176	51	184	456	640	71.3

Table A2.34. Temperament - Difficulty Composite Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		10-14	15-19	20-24	25-29	50 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	Under 1 year	5	31	48	24	7	8	115	123	93.5
	1 year		36	62	32	4	20	134	154	87.0
	Total	5	67	110	56	11	28	249	277	89.9
12 yrs school	Under 1 year	14	99	102	31	5	32	251	283	88.7
	1 year	10	96	137	48	2	16	293	309	94.8
	Total	24	195	239	79	7	48	544	592	91.9
13 + yrs school	Under 1 year	6	75	58	15		10	154	164	93.9
	1 year	5	57	72	16		6	150	156	96.2
	Total	11	132	130	31		16	304	320	95.0
MATERNAL AGE AT BIRTH OF CHILD										
< 20 years old	1 year		8	7	2			17	17	100.0
	Total		8	7	2			17	17	100.0
20-24 years	Under 1 year	14	114	116	39	8	23	291	314	92.7
	1 year	9	111	170	76	5	32	371	403	92.1
	Total	23	225	286	115	13	55	662	717	92.3
25-29 years	Under 1 year	11	94	93	31	4	27	233	260	89.6
	1 year	6	70	95	20	1	10	192	202	95.0
	Total	17	164	188	51	5	37	425	462	92.0

Table A2.35. Temperament - Negative Hedonic Tone Composite Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		10-14	15-19	20-24	25-29	30 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	Under 1 year	5	20	33	38	19	8	115	123	93.5
	1 year	5	31	37	32	36	13	141	154	91.6
	Total	10	51	70	70	55	21	256	277	92.4
12 yrs school	Under 1 year	14	64	91	59	31	24	259	283	91.5
	1 year	25	64	95	76	45	4	305	309	98.7
	Total	39	128	186	135	76	28	564	592	95.3
13 + yrs school	Under 1 year	8	52	51	36	10	7	157	164	95.7
	1 year	9	41	58	29	18	1	155	156	99.4
	Total	17	93	109	65	28	8	312	320	97.5
MATERNAL AGE AT BIRTH OF CHILD										
< 20 years old	1 year		5	9	3			17	17	100.0
	Total		5	9	3			17	17	100.0
20-24 years	Under 1 year	17	77	96	68	39	17	297	314	94.6
	1 year	25	80	118	87	78	15	388	403	96.3
	Total	42	157	214	155	117	32	685	717	95.5
25-29 years	Under 1 year	10	60	82	65	21	22	238	260	91.5
	1 year	14	51	64	47	23	3	199	202	98.5
	Total	24	111	146	112	44	25	437	462	94.6

Table A2.36. Temperament - Friendliness Composite Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		5-9	10-14	15-19	20-24	25-29	30-35	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	Under 1 year			9	22	14	4	74	49	123	39.8
	1 year	1	3	29	63	36	6	16	138	154	89.6
	Total	1	3	38	85	50	10	90	187	277	67.5
12 yrs school	Under 1 year			10	31	39	10	193	90	283	31.8
	1 year		2	46	114	103	29	15	294	309	95.1
	Total		2	56	145	142	39	208	384	592	64.9
13 + yrs school	Under 1 year			4	13	33	5	109	55	164	33.5
	1 year		2	11	51	64	22	6	150	156	96.2
	Total		2	15	64	97	27	115	205	320	64.1
MATERNAL AGE AT BIRTH OF CHILD											
< 20 years old	1 year		1	2	6	7	1		17	17	100.0
	Total		1	2	6	7	1		17	17	100.0
20-24 years	Under 1 year			15	36	45	14	204	110	314	35.0
	1 year	1	5	66	146	122	34	29	374	403	92.8
	Total	1	5	81	182	167	48	233	484	717	67.5
25-29 years	Under 1 year			8	30	42	5	175	85	260	32.7
	1 year		2	20	76	74	22	8	194	202	96.0
	Total		2	28	106	116	27	183	279	462	60.4

Table A3.1. Motor and Social Development - Standard Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	Under 1 year	14.5	35.1	34.4	15.9	100.0	100.4	14.0
	1 year	11.0	31.4	38.9	18.7	100.0	102.2	14.4
	2 years	7.5	34.9	39.9	17.8	100.0	103.0	13.4
	3 years	18.4	38.3	27.6	15.7	100.0	96.3	13.4
	Total	12.8	34.8	35.4	17.1	100.0	100.6	14.1
RACE OF CHILD	AGE OF CHILD							
Hispanic	Under 1 year	15.1	44.3	27.8	12.8	100.0	98.9	13.2
	1 year	16.2	35.8	31.1	16.9	100.0	99.9	14.0
	2 years	8.9	43.3	36.3	11.5	100.0	99.4	12.2
	3 years	28.8	39.2	25.1	6.9	100.0	90.8	13.9
	Total	17.2	40.6	30.2	11.9	100.0	97.2	13.9
Black	Under 1 year	14.2	34.0	32.5	19.3	100.0	101.2	14.8
	1 year	10.0	29.0	31.5	29.4	100.0	104.2	18.4
	2 years	9.2	36.3	37.7	16.8	100.0	102.5	14.3
	3 years	18.1	48.2	25.5	8.3	100.0	94.7	11.8
	Total	13.1	37.4	31.6	17.9	100.0	100.4	15.3
White	Under 1 year	14.6	34.6	35.4	15.5	100.0	100.4	13.9
	1 year	10.8	31.4	40.9	16.9	100.0	102.0	13.5
	2 years	6.9	33.6	40.8	18.8	100.0	103.5	13.2
	3 years	17.3	35.3	28.5	18.9	100.0	97.5	13.5
	Total	12.2	33.6	36.7	17.4	100.0	101.0	13.7

Table A3.2. Motor and Social Development - Standard Scores by Age and Race/Ethnicity of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	Under 1 year	77	198	183	88	28	546	574	95.1
	1 year	64	174	203	125	56	566	622	91.0
	2 years	49	197	222	90	26	558	584	95.5
	3 years	115	219	151	75	34	560	594	94.3
	Total	305	788	759	378	144	2230	2374	93.9
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year	14	42	25	11	4	92	96	95.8
	1 year	17	36	29	17	12	99	111	89.2
	2 years	10	46	35	11	9	102	111	91.9
	3 years	32	40	27	9	13	108	121	89.3
	Total	73	164	116	48	38	401	439	91.3
Black	Under 1 year	21	50	52	25	9	148	157	94.3
	1 year	15	41	47	43	20	146	166	88.0
	2 years	15	59	63	26	10	163	173	94.2
	3 years	32	84	41	16	11	173	184	94.0
	Total	83	234	203	110	50	630	680	92.6
White	Under 1 year	42	106	106	52	15	306	321	95.3
	1 year	32	97	127	65	24	321	345	93.0
	2 years	24	92	124	53	7	293	300	97.7
	3 years	51	95	83	50	10	279	289	96.5
	Total	149	390	440	220	56	1199	1255	95.5

Table A3.3. Motor and Social Development - Percentile Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		0-19	20-39	40-59	60-79	80-99	TOTAL	MEAN	STD DEV
AGE OF CHILD									
	Under 1 year	17.5	19.8	26.9	16.5	19.3	100.0	50.7	27.8
	1 year	14.0	15.5	24.4	24.1	22.0	100.0	55.0	27.2
	2 years	12.2	19.2	18.5	29.3	20.8	100.0	55.7	27.0
	3 years	27.2	19.5	25.1	12.4	15.7	100.0	42.9	27.3
	Total	17.5	18.4	23.8	20.7	19.6	100.0	51.3	27.8
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year	17.9	26.3	26.4	12.6	16.8	100.0	47.1	26.8
	1 year	19.9	17.7	22.1	22.6	17.7	100.0	50.1	28.2
	2 years	16.9	24.5	22.3	22.4	13.9	100.0	48.4	26.4
	3 years	38.9	23.9	20.4	9.7	6.9	100.0	32.8	25.8
	Total	23.5	23.1	22.7	17.0	13.7	100.0	44.5	27.6
Black	Under 1 year	17.4	23.7	15.9	19.3	23.8	100.0	52.5	29.3
	1 year	11.2	18.9	18.2	19.0	32.6	100.0	59.1	30.1
	2 years	12.8	21.1	22.3	22.5	21.3	100.0	54.0	27.4
	3 years	28.8	31.5	17.3	14.0	8.3	100.0	38.1	25.1
	Total	18.0	24.2	18.4	18.6	20.8	100.0	50.3	29.0
White	Under 1 year	17.5	18.5	29.2	16.2	18.6	100.0	50.6	27.6
	1 year	14.0	14.7	25.8	25.1	20.4	100.0	54.7	26.5
	2 years	11.6	18.2	17.2	31.6	21.5	100.0	57.0	26.8
	3 years	25.4	15.6	27.9	12.2	18.9	100.0	45.5	27.7
	Total	16.8	16.7	25.1	21.6	19.9	100.0	52.2	27.4

Table A3.4. Motor and Social Development - Percentile Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-19	20-39	40-59	60-79	80-99	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	Under 1 year	93	121	128	92	112	28	546	574	95.1
	1 year	80	91	125	130	140	56	566	622	91.0
	2 years	76	110	112	154	106	26	558	584	95.5
	3 years	167	124	127	67	75	34	560	594	94.3
	Total	416	446	492	443	433	144	2230	2374	93.9
RACE OF CHILD	AGE OF CHILD									
Hispanic	Under 1 year	16	25	24	12	15	4	92	96	95.8
	1 year	21	18	22	20	18	12	99	111	89.2
	2 years	19	26	23	21	13	9	102	111	91.9
	3 years	41	25	23	10	9	13	108	121	89.3
	Total	97	94	92	63	55	38	401	439	91.3
Black	Under 1 year	26	34	24	31	33	9	148	157	94.3
	1 year	17	26	25	31	47	20	146	166	88.0
	2 years	21	33	37	38	34	10	163	173	94.2
	3 years	51	55	31	20	16	11	173	184	94.0
	Total	115	148	117	120	130	50	630	680	92.6
White	Under 1 year	51	62	80	49	64	15	306	321	95.3
	1 year	42	47	78	79	75	24	321	345	93.0
	2 years	36	51	52	95	59	7	293	300	97.7
	3 years	75	44	73	37	50	10	279	289	96.5
	Total	204	204	283	260	248	56	1199	1255	95.5

Table A3.5. Motor and Social Development - Standard Scores for Female Children by Age and Race/Ethnicity of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	Under 1 year	13.7	34.6	32.6	19.2	100.0	101.4	15.2
	1 year	13.3	23.3	44.9	18.6	100.0	99.9	22.6
	2 years	6.6	34.3	40.2	18.9	100.0	103.1	12.1
	3 years	21.9	43.6	25.4	9.1	100.0	96.2	13.8
	Total	13.6	33.5	36.2	16.7	100.0	100.3	16.8
RACE OF CHILD	AGE OF CHILD							
Hispanic	Under 1 year	17.2	44.3	19.7	18.7	100.0	97.9	14.7
	1 year	19.0	33.4	29.7	17.8	100.0	97.7	19.2
	2 years	10.5	43.1	38.6	7.7	100.0	98.7	11.1
	3 years	42.8	45.5	11.7		100.0	85.8	18.2
	Total	22.4	41.6	25.7	10.2	100.0	94.9	16.9
Black	Under 1 year	16.1	27.3	40.4	16.2	100.0	101.9	16.0
	1 year	12.5	21.0	30.0	36.4	100.0	101.7	29.1
	2 years	8.2	43.4	28.1	20.3	100.0	101.4	13.3
	3 years	24.3	51.9	15.3	8.5	100.0	93.7	12.1
	Total	15.5	37.4	27.4	19.6	100.0	99.3	18.7
White	Under 1 year	13.0	35.3	31.9	19.8	100.0	101.6	15.0
	1 year	12.9	22.8	48.9	15.3	100.0	99.8	21.4
	2 years	5.7	31.0	43.4	19.9	100.0	104.0	11.8
	3 years	18.5	40.7	30.4	10.4	100.0	98.4	13.0
	Total	12.3	31.8	39.3	16.6	100.0	101.0	16.2

Table A3.6. Motor and Social Development - Standard Scores for Female Children by Age and Race/Ethnicity of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	Under 1 year	37	86	83	50	15	256	271	94.5
	1 year	38	70	116	59	27	283	310	91.3
	2 years	22	112	109	52	9	295	304	97.0
	3 years	74	129	60	21	19	284	303	93.7
	Total	171	397	368	182	70	1118	1188	94.1
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year	7	16	8	7	2	38	40	95.0
	1 year	11	16	13	8	4	48	52	92.3
	2 years	7	25	19	4	2	55	57	96.5
	3 years	23	24	8		7	55	62	88.7
	Total	48	81	48	19	15	196	211	92.9
Black	Under 1 year	10	20	26	11	6	67	73	91.8
	1 year	9	16	23	26	11	74	85	87.1
	2 years	7	40	26	18	5	91	96	94.8
	3 years	24	47	13	9	6	93	99	93.9
	Total	50	123	88	64	28	325	353	92.1
White	Under 1 year	20	50	49	32	7	151	158	95.6
	1 year	18	38	80	25	12	161	173	93.1
	2 years	8	47	64	30	2	149	151	98.7
	3 years	27	58	39	12	6	136	142	95.8
	Total	73	193	232	99	27	597	624	95.7

Table A3.7. Motor and Social Development - Standard Scores for Male Children by Age and Race/Ethnicity of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	Under 1 year	16.6	31.8	41.1	10.5	100.0	99.4	13.5
	1 year	7.7	31.4	43.6	17.3	100.0	102.2	13.9
	2 years	10.4	31.6	41.7	16.3	100.0	102.6	15.3
	3 years	17.9	45.8	23.8	12.6	100.0	95.6	15.9
	Total	13.1	34.9	37.8	14.1	100.0	100.0	14.9
RACE OF CHILD	AGE OF CHILD							
Hispanic	Under 1 year	12.4	42.4	31.1	14.1	100.0	99.4	12.8
	1 year	9.9	34.3	38.2	17.6	100.0	100.4	13.8
	2 years	9.4	42.2	34.5	14.0	100.0	99.4	13.9
	3 years	22.0	46.4	17.3	14.3	100.0	93.8	14.6
	Total	13.4	41.4	30.2	15.0	100.0	98.3	14.0
Black	Under 1 year	15.3	38.5	30.1	16.1	100.0	100.7	14.3
	1 year	8.3	30.3	41.7	19.7	100.0	103.2	18.6
	2 years	10.7	23.0	47.4	18.9	100.0	102.6	18.6
	3 years	18.0	50.8	23.6	7.6	100.0	95.0	11.1
	Total	13.4	36.4	35.0	15.2	100.0	100.2	16.0
White	Under 1 year	17.3	29.4	44.4	9.0	100.0	99.1	13.3
	1 year	7.4	31.3	44.5	16.8	100.0	102.2	12.8
	2 years	10.4	32.3	41.3	16.0	100.0	102.9	14.7
	3 years	17.4	44.4	24.6	13.7	100.0	95.9	17.0
	Total	13.0	34.0	39.2	13.8	100.0	100.1	14.7

Table A3.8. Motor and Social Development - Standard Scores for Male Children by Age and Race/Ethnicity of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	Under 1 year	43	101	110	36	13	290	303	95.7
	1 year	26	83	112	62	29	283	312	90.7
	2 years	33	77	115	38	17	263	280	93.9
	3 years	57	120	60	39	15	276	291	94.8
	Total	159	381	397	175	74	1112	1186	93.8
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year	6	24	17	7	2	54	56	96.4
	1 year	5	17	19	10	8	51	59	86.4
	2 years	5	20	16	6	7	47	54	87.0
	3 years	12	23	9	9	6	53	59	89.8
	Total	28	84	61	32	23	205	228	89.9
Black	Under 1 year	13	29	26	13	3	81	84	96.4
	1 year	7	20	30	15	9	72	81	88.9
	2 years	8	17	35	12	5	72	77	93.5
	3 years	15	42	17	6	5	80	85	94.1
	Total	43	108	108	46	22	305	327	93.3
White	Under 1 year	24	48	67	16	8	155	163	95.1
	1 year	14	46	63	37	12	160	172	93.0
	2 years	20	40	64	20	5	144	149	96.6
	3 years	30	55	34	24	4	143	147	97.3
	Total	88	189	228	97	29	602	631	95.4

Table A3.9. Motor and Social Development - Percentile Scores for Female Children by Age and Race/Ethnicity of Child: Weighted Distribution

		0-19	20-39	40-59	60-79	80-99	TOTAL	MEAN	STD DEV
AGE OF CHILD									
	Under 1 year	18.6	22.8	12.1	21.0	25.5	100.0	52.7	29.4
	1 year	16.8	12.0	21.2	25.7	24.3	100.0	55.2	28.5
	2 years	11.3	16.3	21.5	31.9	18.9	100.0	56.3	25.8
	3 years	23.7	25.6	16.2	13.7	20.8	100.0	43.0	27.5
	Total	17.4	18.9	17.9	23.4	22.4	100.0	52.1	28.3
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year	22.5	34.2	13.0	6.0	24.3	100.0	45.9	29.1
	1 year	25.9	18.9	15.5	21.9	17.8	100.0	48.2	29.4
	2 years	18.2	29.4	13.8	30.9	7.7	100.0	47.3	25.0
	3 years	46.7	20.8	20.8	9.1	2.6	100.0	26.7	21.8
	Total	28.4	25.5	15.9	18.2	12.0	100.0	41.8	27.7
Black	Under 1 year	19.8	14.2	13.5	25.2	27.3	100.0	54.8	30.0
	1 year	16.9	9.1	14.1	19.5	40.3	100.0	61.0	32.0
	2 years	12.9	24.4	23.2	19.2	20.3	100.0	51.7	27.4
	3 years	26.9	37.1	12.2	11.2	12.6	100.0	36.3	25.4
	Total	19.3	22.5	15.9	18.2	24.1	100.0	50.0	30.0
White	Under 1 year	18.1	23.7	11.7	21.2	25.3	100.0	52.8	29.2
	1 year	16.0	12.0	23.0	27.2	21.8	100.0	54.7	27.6
	2 years	10.1	12.7	22.0	35.3	19.9	100.0	58.6	25.1
	3 years	19.8	22.5	16.9	15.1	25.7	100.0	47.2	27.6
	Total	15.8	17.4	18.6	25.2	23.0	100.0	53.6	27.7

Table A3.10. Motor and Social Development - Percentile Scores for Female Children by Age and Race/Ethnicity of Child: Sample Cases

		0-19	20-39	40-59	60-79	80-99	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	Under 1 year	49	56	34	50	67	15	256	271	94.5
	1 year	53	31	57	70	72	27	283	310	91.3
	2 years	37	60	67	79	52	9	295	304	97.0
	3 years	79	78	46	35	46	19	284	303	93.7
	Total	218	225	204	234	237	70	1118	1188	94.1
RACE OF CHILD	AGE OF CHILD									
Hispanic	Under 1 year	8	13	5	3	9	2	38	40	95.0
	1 year	15	8	8	9	8	4	48	52	92.3
	2 years	11	17	9	14	4	2	55	57	96.5
	3 years	25	12	10	6	2	7	55	62	88.7
	Total	59	50	32	32	23	15	196	211	92.9
Black	Under 1 year	13	10	10	18	16	6	67	73	91.8
	1 year	12	7	10	16	29	11	74	85	87.1
	2 years	11	22	21	19	18	5	91	96	94.8
	3 years	26	33	12	9	13	6	93	99	93.9
	Total	62	72	53	62	76	28	325	353	92.1
White	Under 1 year	28	33	19	29	42	7	151	158	95.6
	1 year	26	16	39	45	35	12	161	173	93.1
	2 years	15	21	37	46	30	2	149	151	98.7
	3 years	28	33	24	20	31	6	136	142	95.8
	Total	97	103	119	140	138	27	597	624	95.7

Table A3.11. Motor and Social Development - Percentile Scores for Male Children by Age and Race/Ethnicity of Child: Weighted Distribution

		0-19	20-39	40-59	60-79	80-99	TOTAL	MEAN	STD DEV
AGE OF CHILD									
	Under 1 year	18.0	21.5	24.0	21.6	14.9	100.0	48.7	26.8
	1 year	9.0	16.6	28.4	27.3	18.8	100.0	55.1	25.7
	2 years	17.1	17.8	20.6	16.0	28.6	100.0	54.5	28.1
	3 years	31.9	18.2	22.6	14.7	12.6	100.0	42.8	27.2
	Total	18.7	18.6	24.0	20.2	18.6	100.0	50.3	27.4
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under 1 year	14.7	27.6	35.4	6.8	15.4	100.0	47.4	26.0
	1 year	9.9	27.5	18.5	25.3	18.7	100.0	51.4	27.6
	2 years	19.5	30.3	18.2	9.5	22.5	100.0	47.7	28.0
	3 years	35.1	30.5	12.7	7.4	14.3	100.0	38.3	28.2
	Total	19.8	29.0	21.4	12.2	17.7	100.0	46.2	27.9
Black	Under 1 year	15.3	32.4	11.9	18.5	21.9	100.0	50.6	28.7
	1 year	8.3	15.9	26.4	24.5	24.8	100.0	57.5	27.3
	2 years	18.4	10.8	26.8	17.9	26.1	100.0	55.8	27.9
	3 years	32.1	30.2	11.7	18.4	7.6	100.0	39.2	24.6
	Total	19.0	23.0	18.6	19.7	19.7	100.0	50.3	28.1
White	Under 1 year	18.9	18.6	25.5	23.7	13.4	100.0	48.3	26.5
	1 year	9.0	15.7	29.6	28.0	17.7	100.0	55.0	25.2
	2 years	16.5	18.0	19.5	16.2	29.8	100.0	54.9	28.0
	3 years	31.5	13.8	26.4	14.6	13.7	100.0	44.2	27.5
	Total	18.5	16.6	25.4	21.1	18.4	100.0	50.7	27.1

Table A3.12. Motor and Social Development - Percentile Scores for Male Children by Age and Race/Ethnicity of Child: Sample Cases

		0-19	20-39	40-59	60-79	80-99	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	Under 1 year	47	73	64	57	49	13	290	303	95.7
	1 year	28	51	65	71	68	29	283	312	90.7
	2 years	51	45	53	48	66	17	263	280	93.9
	3 years	92	61	50	34	39	15	276	291	94.8
	Total	218	230	232	210	222	74	1112	1186	93.8
RACE OF CHILD	AGE OF CHILD									
Hispanic	Under 1 year	8	15	19	4	8	2	54	56	96.4
	1 year	5	14	9	12	11	8	51	59	86.4
	2 years	10	14	8	6	9	7	47	54	87.0
	3 years	18	16	8	2	9	6	53	59	89.8
	Total	41	59	44	24	37	23	205	228	89.9
Black	Under 1 year	13	24	10	16	18	3	81	84	96.4
	1 year	7	11	17	19	18	9	72	81	88.9
	2 years	14	8	17	14	19	5	72	77	93.5
	3 years	26	25	11	12	6	5	80	85	94.1
	Total	60	68	55	61	61	22	305	327	93.3
White	Under 1 year	26	34	35	37	23	8	155	163	95.1
	1 year	16	26	39	40	39	12	160	172	93.0
	2 years	27	23	28	28	38	5	144	149	96.6
	3 years	48	20	31	20	24	4	143	147	97.3
	Total	117	103	133	125	124	29	602	631	95.4

Table A3.13. Motor and Social Development - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-4	5-6	7-8	9-10	11-12	13-14	15	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD												
	Under 1 year	32	76	126	128	104	62	18	28	546	574	95.1
	1 year	46	61	114	149	130	59	7	56	566	622	91.0
	2 years	34	60	89	117	149	98	11	26	558	584	95.5
	3 years	6	5	28	50	152	244	75	34	560	594	94.3
	Total	118	202	357	444	535	463	111	144	2230	2374	93.9
RACE OF CHILD	AGE OF CHILD											
Hispanic	Under 1 year	4	16	22	28	14	7	1	4	92	96	95.8
	1 year	11	13	21	26	22	6		12	99	111	89.2
	2 years	11	13	19	20	23	15	1	9	102	111	91.9
	3 years	3	3	11	9	28	45	9	13	108	121	89.3
	Total	29	45	73	83	87	73	11	38	401	439	91.3
Black	Under 1 year	12	15	31	36	31	18	5	9	148	157	94.3
	1 year	12	12	30	36	30	23	3	20	146	166	88.0
	2 years	5	20	27	39	44	22	6	10	163	173	94.2
	3 years			4	15	65	73	16	11	173	184	94.0
	Total	29	47	92	126	170	136	30	50	630	680	92.6
White	Under 1 year	16	45	73	64	59	37	12	15	306	321	95.3
	1 year	23	36	63	87	78	30	4	24	321	345	93.0
	2 years	18	27	43	58	82	61	4	7	293	300	97.7
	3 years	3	2	13	26	59	126	50	10	279	289	96.5
	Total	60	110	192	235	278	254	70	56	1199	1255	95.5

Table A3.14. Motor and Social Development - Standard Scores by Maternal Characteristics and Age of Child: Weighted Distribution

MATERNAL EDUCATION	AGE OF CHILD	< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
< 12 yrs school	Under 1 year	16.2	31.8	32.5	19.6	100.0	99.8	13.9
	1 year	17.4	21.9	35.0	25.7	100.0	102.2	16.5
	2 years	11.8	34.7	41.6	11.9	100.0	101.4	14.3
	3 years	34.1	37.9	23.0	5.0	100.0	90.0	13.0
	Total	20.6	31.8	32.7	15.0	100.0	98.0	15.4
12 yrs school	Under 1 year	14.7	34.7	35.0	15.5	100.0	100.4	14.5
	1 year	11.4	30.6	40.5	17.5	100.0	102.1	14.5
	2 years	7.3	34.0	39.9	18.8	100.0	103.4	13.3
	3 years	14.5	37.4	28.3	19.8	100.0	98.0	13.2
	Total	11.9	34.1	36.1	17.9	100.0	101.1	14.0
13 + yrs school	Under 1 year	14.0	38.2	34.2	13.6	100.0	100.2	13.2
	1 year	6.6	37.9	38.5	16.9	100.0	102.5	12.9
	2 years	3.7	38.9	37.0	20.3	100.0	103.3	12.8
	3 years	11.9	41.1	29.9	17.0	100.0	98.8	11.7
	Total	9.2	38.8	35.4	16.6	100.0	101.3	12.9
MATERNAL AGE AT BIRTH OF CHILD								
< 20 years old	1 year		8.2	45.9	45.9	100.0	110.6	11.0
	2 years	5.9	26.5	47.2	20.4	100.0	105.4	13.2
	3 years	18.1	38.4	29.3	14.2	100.0	95.6	13.7
	Total	12.9	32.5	36.4	18.1	100.0	99.8	14.4
20-24 years	Under 1 year	14.9	31.2	33.6	20.3	100.0	101.7	14.9
	1 year	11.4	32.7	37.1	18.9	100.0	102.1	15.1
	2 years	5.2	34.9	41.6	18.3	100.0	103.4	12.6
	3 years	17.5	37.5	28.6	16.3	100.0	96.8	13.2
	Total	12.2	34.3	35.2	18.3	100.0	100.9	14.2
25-29 years	Under 1 year	14.1	38.9	35.2	11.8	100.0	99.2	13.0
	1 year	11.1	30.5	41.2	17.2	100.0	102.0	13.4
	2 years	13.6	38.7	32.3	15.5	100.0	101.0	14.9
	3 years	27.0	44.4	13.7	15.0	100.0	94.4	13.5
	Total	13.7	36.3	35.4	14.6	100.0	100.2	13.7

Table A3.15. Motor and Social Development - Standard Scores by Maternal Characteristics and Age of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	Under 1 year	17	48	33	15	10	113	123	91.9
	1 year	22	32	44	38	18	136	154	88.3
	2 years	20	53	54	16	11	143	154	92.9
	3 years	53	60	35	11	11	159	170	93.5
	Total	112	193	166	80	50	551	601	91.7
12 yrs school	Under 1 year	37	91	95	46	14	269	283	95.1
	1 year	33	96	103	52	25	284	309	91.9
	2 years	22	105	115	46	11	288	299	96.3
	3 years	47	113	79	48	16	287	303	94.7
	Total	139	405	392	192	66	1128	1194	94.5
13 + yrs school	Under 1 year	23	59	53	25	4	160	164	97.6
	1 year	8	46	56	35	11	145	156	92.9
	2 years	5	39	50	27	4	121	125	96.8
	3 years	12	42	36	16	7	106	113	93.8
	Total	48	186	195	103	26	532	558	95.3
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	1 year		2	6	8	1	16	17	94.1
	2 years	8	25	35	15	1	83	84	98.8
	3 years	31	56	40	16	7	143	150	95.3
	Total	39	83	81	39	9	242	251	96.4
20-24 years	Under 1 year	40	104	96	55	19	295	314	93.9
	1 year	45	115	123	78	42	361	403	89.6
	2 years	28	133	142	53	20	356	376	94.7
	3 years	73	148	101	54	22	376	398	94.5
	Total	186	500	462	240	103	1388	1491	93.1
25-29 years	Under 1 year	37	94	87	33	9	251	260	96.5
	1 year	19	57	74	39	13	189	202	93.6
	2 years	13	39	45	22	5	119	124	96.0
	3 years	11	15	10	5	5	41	46	89.1
	Total	80	205	216	99	32	600	632	94.9

Table A3.16. Motor and Social Development - Percentile Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		0-19	20-39	40-59	60-79	80-99	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	Under 1 year	17.6	21.0	28.3	9.7	23.4	100.0	50.3	28.4
	1 year	20.1	6.2	24.0	23.5	26.1	100.0	55.6	30.0
	2 years	16.3	19.8	13.0	32.2	18.7	100.0	52.5	28.3
	3 years	43.7	22.3	20.7	8.2	5.0	100.0	30.6	24.5
	Total	25.5	17.3	21.1	18.6	17.5	100.0	46.5	29.6
12 yrs school	Under 1 year	17.6	19.9	27.8	16.0	18.8	100.0	50.4	28.1
	1 year	14.8	14.1	23.3	28.1	19.7	100.0	54.9	27.2
	2 years	12.5	16.6	20.3	29.6	21.0	100.0	56.7	26.8
	3 years	24.4	17.8	24.7	13.3	19.8	100.0	46.3	27.7
	Total	17.1	17.1	23.9	22.0	19.8	100.0	52.2	27.7
13 + yrs school	Under 1 year	18.0	19.8	24.8	20.7	16.7	100.0	50.4	27.0
	1 year	9.1	22.9	26.7	17.6	23.7	100.0	54.8	25.5
	2 years	8.1	26.4	18.9	24.3	22.4	100.0	55.6	26.1
	3 years	16.4	21.1	32.6	13.0	17.0	100.0	47.3	25.3
	Total	12.9	22.3	25.5	19.1	20.1	100.0	52.3	26.3
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	1 year		4.5	39.2	10.4	45.9	100.0	71.0	20.6
	2 years	8.2	12.9	24.9	30.0	24.0	100.0	60.7	25.1
	3 years	29.6	18.7	26.0	11.5	14.2	100.0	41.7	27.2
	Total	20.5	15.9	26.4	17.8	19.4	100.0	50.0	28.1
20-24 years	Under 1 year	16.3	17.1	27.8	14.1	24.7	100.0	53.3	28.9
	1 year	14.0	15.7	23.1	26.0	21.3	100.0	55.1	27.5
	2 years	9.7	19.8	19.0	29.3	22.1	100.0	56.9	26.0
	3 years	26.2	19.0	25.2	13.2	16.3	100.0	43.8	27.3
	Total	16.7	17.9	23.6	20.9	20.9	100.0	52.1	27.9
25-29 years	Under 1 year	18.7	22.4	26.1	18.7	14.2	100.0	48.2	26.6
	1 year	14.6	15.8	25.7	22.0	21.9	100.0	54.1	26.8
	2 years	20.1	20.6	14.3	28.8	16.2	100.0	50.8	29.2
	3 years	29.9	26.1	21.5	7.5	15.0	100.0	38.7	27.2
	Total	18.2	20.0	23.3	21.2	17.2	100.0	50.2	27.5

Table A3.17. Motor and Social Development - Percentile Scores by Maternal Characteristics and Age of Child: Sample Cases

		0-19	20-39	40-59	60-79	80-99	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	Under 1 year	20	34	26	14	19	10	113	123	91.9
	1 year	25	13	31	28	39	18	136	154	88.3
	2 years	26	32	22	43	20	11	143	154	92.9
	3 years	70	34	30	14	11	11	159	170	93.5
	Total	141	113	109	99	89	50	551	601	91.7
12 yrs school	Under 1 year	46	52	66	46	59	14	269	283	95.1
	1 year	43	49	61	72	59	25	284	309	91.9
	2 years	38	57	62	78	53	11	288	299	96.3
	3 years	74	63	67	35	48	16	287	303	94.7
	Total	201	221	256	231	219	66	1128	1194	94.5
13 + yrs school	Under 1 year	27	35	35	32	31	4	160	164	97.6
	1 year	11	29	33	30	42	11	145	156	92.9
	2 years	10	21	27	31	32	4	121	125	96.8
	3 years	18	25	30	17	16	7	106	113	93.8
	Total	66	110	125	110	121	26	532	558	95.3
MATERNAL AGE AT BIRTH OF CHILD										
< 20 years old	1 year		1	5	2	8	1	16	17	94.1
	2 years	11	13	17	26	16	1	83	84	98.8
	3 years	49	31	31	16	16	7	143	150	95.3
	Total	60	45	53	44	40	9	242	251	96.4
20-24 years	Under 1 year	46	62	73	44	70	19	295	314	93.9
	1 year	53	60	77	86	85	42	361	403	89.6
	2 years	45	77	73	95	66	20	356	376	94.7
	3 years	105	84	89	44	54	22	376	398	94.5
	Total	249	283	312	269	275	103	1388	1491	93.1
25-29 years	Under 1 year	47	59	55	48	42	9	251	260	96.5
	1 year	27	30	43	42	47	13	189	202	93.6
	2 years	20	20	22	33	24	5	119	124	96.0
	3 years	13	9	7	7	5	5	41	46	89.1
	Total	107	118	127	130	118	32	600	632	94.9

Table A3.18. Motor and Social Development - Standard Scores for Female Children by Maternal Characteristics and Age of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD							
< 12 yrs school	Under 1 year	19.6	32.5	32.7	15.2	100.0	99.3	16.0
	1 year	11.3	16.4	45.8	26.6	100.0	99.7	27.8
	2 years	7.0	32.8	44.9	15.3	100.0	102.2	13.5
	3 years	45.0	42.9	10.0	2.1	100.0	87.5	14.8
	Total	20.9	31.1	33.3	14.7	100.0	96.9	20.0
12 yrs school	Under 1 year	16.9	36.4	26.7	20.0	100.0	99.9	16.1
	1 year	16.0	23.2	43.4	17.4	100.0	98.9	23.4
	2 years	6.4	33.5	42.3	17.8	100.0	103.1	11.3
	3 years	15.9	43.7	27.5	12.9	100.0	98.8	12.5
	Total	13.6	34.1	35.3	17.0	100.0	100.2	16.6
13 + yrs school	Under 1 year	7.1	33.9	41.0	18.0	100.0	104.0	12.7
	1 year	9.5	27.4	46.9	16.2	100.0	102.2	15.9
	2 years	7.1	39.6	28.6	24.6	100.0	103.5	13.3
	3 years	14.5	43.7	36.3	5.5	100.0	98.4	12.7
	Total	9.1	34.9	39.2	16.9	100.0	102.4	14.0
MATERNAL AGE AT BIRTH OF CHILD								
< 20 years old	1 year		7.7	52.3	40.0	100.0	109.3	11.1
	2 years	2.3	31.1	42.2	24.4	100.0	107.0	12.3
	3 years	26.3	41.6	24.1	8.0	100.0	94.9	16.1
	Total	16.0	35.9	32.3	15.8	100.0	100.2	15.8
20-24 years	Under 1 year	14.8	30.6	32.9	21.7	100.0	102.1	16.1
	1 year	11.8	25.3	42.3	20.6	100.0	100.3	23.2
	2 years	5.6	36.0	40.6	17.7	100.0	102.8	11.5
	3 years	20.4	44.7	26.0	8.9	100.0	96.6	12.9
	Total	13.1	34.4	35.6	16.9	100.0	100.3	16.8
25-29 years	Under 1 year	12.8	37.9	32.2	17.0	100.0	100.9	14.3
	1 year	16.1	20.8	48.5	14.5	100.0	98.9	21.8
	2 years	10.7	32.1	38.3	18.9	100.0	101.9	13.1
	3 years	21.6	39.8	22.9	15.7	100.0	97.5	14.7
	Total	13.8	31.2	38.4	16.6	100.0	100.3	17.0

Table A3.19. Motor and Social Development - Standard Scores for Female Children by Maternal Characteristics and Age of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	Under 1 year	11	21	18	6	6	56	62	90.3
	1 year	9	13	26	18	6	66	72	91.7
	2 years	8	30	32	11	4	81	85	95.3
	3 years	36	29	10	2	7	77	84	91.7
	Total	64	93	86	37	23	280	303	92.4
12 yrs school	Under 1 year	19	42	37	26	6	124	130	95.4
	1 year	21	37	56	25	11	139	150	92.7
	2 years	10	55	58	23	4	146	150	97.3
	3 years	27	71	34	17	10	149	159	93.7
	Total	77	205	185	91	31	558	589	94.7
13 + yrs school	Under 1 year	7	23	27	16	3	73	76	96.1
	1 year	7	20	34	16	10	77	87	88.5
	2 years	4	27	17	17	1	65	66	98.5
	3 years	10	28	16	2	2	56	58	96.6
	Total	28	98	94	51	16	271	287	94.4
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	1 year		1	2	4		7	7	100.0
	2 years	2	14	21	9	1	46	47	97.9
	3 years	26	32	16	4	5	78	83	94.0
	Total	28	47	39	17	6	131	137	95.6
20-24 years	Under 1 year	20	41	45	27	8	133	141	94.3
	1 year	25	48	73	39	18	185	203	91.1
	2 years	13	78	64	29	8	184	192	95.8
	3 years	42	92	41	16	11	191	202	94.6
	Total	100	259	223	111	45	693	738	93.9
25-29 years	Under 1 year	17	45	38	23	7	123	130	94.6
	1 year	13	21	41	16	9	91	100	91.0
	2 years	7	20	24	14		65	65	100.0
	3 years	6	5	3	1	3	15	18	83.3
	Total	43	91	106	54	19	294	313	93.9

Table A3.20. Motor and Social Development - Standard Scores for Male Children by Maternal Characteristics and Age of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD							
< 12 yrs school	Under 1 year	14.4	34.1	35.6	16.0	100.0	100.1	13.4
	1 year	12.4	26.5	36.9	24.2	100.0	100.9	17.6
	2 years	17.7	29.9	40.5	12.0	100.0	99.8	14.4
	3 years	31.1	38.4	24.2	6.2	100.0	91.3	15.4
	Total	19.7	32.6	33.6	14.1	100.0	97.6	15.9
12 yrs school	Under 1 year	12.8	31.5	45.1	10.6	100.0	100.9	13.4
	1 year	8.4	26.5	50.1	15.0	100.0	102.5	13.9
	2 years	8.7	32.0	39.8	19.6	100.0	103.7	16.5
	3 years	16.2	44.8	22.9	16.0	100.0	96.2	17.4
	Total	11.4	33.5	39.8	15.3	100.0	100.9	15.6
13 + yrs school	Under 1 year	24.4	30.0	37.6	8.0	100.0	96.4	13.3
	1 year	4.1	42.1	36.4	17.4	100.0	102.5	11.2
	2 years	7.5	32.5	49.0	11.0	100.0	102.2	11.6
	3 years	7.1	57.5	23.8	11.6	100.0	98.9	10.3
	Total	11.8	39.3	36.7	12.2	100.0	99.8	12.1
MATERNAL AGE AT BIRTH OF CHILD								
< 20 years old	1 year		8.8	39.7	51.5	100.0	112.6	11.4
	2 years	12.4	20.7	53.2	13.8	100.0	102.5	12.7
	3 years	14.2	51.8	24.2	9.9	100.0	95.2	13.3
	Total	12.7	39.3	34.2	13.7	100.0	98.6	13.9
20-24 years	Under 1 year	15.2	27.2	42.5	15.2	100.0	101.2	14.2
	1 year	9.9	29.6	46.5	14.0	100.0	101.4	14.8
	2 years	7.3	29.5	45.2	18.0	100.0	103.8	15.1
	3 years	18.4	41.5	25.9	14.2	100.0	96.1	17.0
	Total	12.8	32.3	39.6	15.3	100.0	100.5	15.7
25-29 years	Under 1 year	18.1	36.6	39.6	5.7	100.0	97.5	12.4
	1 year	5.3	34.6	40.1	20.0	100.0	102.8	12.4
	2 years	17.4	41.4	28.2	13.1	100.0	99.5	16.5
	3 years	21.4	63.7	8.3	6.6	100.0	93.0	11.7
	Total	13.7	38.7	35.5	12.1	100.0	99.4	13.5

Table A3.21. Motor and Social Development - Standard Scores for Male Children by Maternal Characteristics and Age of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	Under 1 year	6	26	19	6	4	57	61	93.4
	1 year	10	16	25	19	12	70	82	85.4
	2 years	13	19	25	5	7	62	69	89.9
	3 years	26	31	17	8	4	82	86	95.3
	Total	55	92	86	38	27	271	298	90.9
12 yrs school	Under 1 year	19	45	61	20	8	145	153	94.8
	1 year	14	45	60	26	14	145	159	91.2
	2 years	14	47	59	22	7	142	149	95.3
	3 years	25	62	29	22	6	138	144	95.8
	Total	72	199	209	90	35	570	605	94.2
13 + yrs school	Under 1 year	18	29	30	10	1	87	88	98.9
	1 year	2	22	27	17	1	68	69	98.6
	2 years	4	11	30	11	3	56	59	94.9
	3 years	4	24	13	9	5	50	55	90.9
	Total	28	86	100	47	10	261	271	96.3
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	1 year		1	4	4	1	9	10	90.0
	2 years	7	8	18	4		37	37	100.0
	3 years	10	34	14	7	2	65	67	97.0
	Total	17	43	36	15	3	111	114	97.4
20-24 years	Under 1 year	20	57	60	25	11	162	173	93.6
	1 year	19	51	71	35	24	176	200	88.0
	2 years	19	52	77	24	12	172	184	93.5
	3 years	42	75	41	27	11	185	196	94.4
	Total	100	235	249	111	58	695	753	92.3
25-29 years	Under 1 year	23	44	50	11	2	128	130	98.5
	1 year	7	31	37	23	4	98	102	96.1
	2 years	7	17	20	10	5	54	59	91.5
	3 years	5	11	5	5	2	26	28	92.9
	Total	42	103	112	49	13	306	319	95.9

Table A3.22. Motor and Social Development - Percentile Scores for Female Children by Maternal Characteristics and Age of Child: Weighted Distribution

		0-19	20-39	40-59	60-79	80-99	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	Under 1 year	20.4	24.9	11.3	16.8	26.6	100.0	49.8	30.2
	1 year	13.2	8.9	26.5	23.6	27.8	100.0	58.9	27.7
	2 years	19.3	9.4	22.6	33.3	15.3	100.0	54.0	26.9
	3 years	50.0	24.8	13.1	5.0	7.1	100.0	26.5	22.8
	Total	26.4	16.2	19.1	20.0	18.4	100.0	47.0	29.7
12 yrs school	Under 1 year	24.6	23.1	11.6	16.3	24.3	100.0	49.0	30.8
	1 year	20.1	8.8	20.5	29.8	20.8	100.0	53.7	29.4
	2 years	9.2	14.6	23.7	34.7	17.8	100.0	56.9	24.6
	3 years	16.3	26.5	16.8	16.1	24.3	100.0	47.7	27.0
	Total	17.3	18.0	18.4	24.6	21.7	100.0	52.0	28.2
13 + yrs school	Under 1 year	9.3	22.6	13.6	30.9	23.6	100.0	58.2	25.4
	1 year	13.0	19.3	19.3	20.2	28.2	100.0	55.8	27.1
	2 years	10.8	26.9	14.3	23.3	24.6	100.0	56.1	28.2
	3 years	15.6	24.5	18.1	16.4	25.4	100.0	47.5	26.7
	Total	11.8	22.9	16.3	23.5	25.6	100.0	55.2	27.0
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	1 year		7.7	39.5	12.8	40.0	100.0	67.7	20.6
	2 years	3.9	9.6	26.8	35.3	24.4	100.0	63.8	23.7
	3 years	26.8	20.7	20.3	12.8	19.4	100.0	41.8	27.6
	Total	16.9	15.9	23.7	21.1	22.3	100.0	51.3	28.2
20-24 years	Under 1 year	18.9	21.7	21.5	16.6	31.3	100.0	54.2	30.5
	1 year	14.9	13.3	17.4	28.3	26.1	100.0	56.8	28.4
	2 years	11.1	18.1	22.0	31.1	17.7	100.0	55.8	25.1
	3 years	22.9	27.1	15.1	14.7	20.2	100.0	43.2	27.1
	Total	15.8	19.9	16.9	23.1	23.2	100.0	52.3	28.2
25-29 years	Under 1 year	18.4	23.8	12.6	24.7	20.7	100.0	51.5	28.4
	1 year	20.4	10.4	26.1	22.4	20.7	100.0	52.2	28.7
	2 years	15.3	15.7	17.9	32.1	18.9	100.0	53.9	27.6
	3 years	21.6	27.4	12.4	6.6	32.0	100.0	45.4	30.4
	Total	18.5	17.8	18.1	24.7	20.8	100.0	52.0	28.4

Table A3.23. Motor and Social Development - Percentile Scores for Female Children by Maternal Characteristics and Age of Child: Sample Cases

		0-19	20-39	40-59	60-79	80-99	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	Under 1 year	12	15	9	9	11	6	56	62	90.3
	1 year	12	5	15	14	20	6	66	72	91.7
	2 years	15	13	21	21	11	4	81	85	95.3
	3 years	33	18	9	6	6	7	77	84	91.7
	Total	77	51	54	50	48	23	280	303	92.4
12 yrs school	Under 1 year	29	25	14	23	33	6	124	130	95.4
	1 year	29	15	27	39	29	11	139	150	92.7
	2 years	17	29	34	43	23	4	146	150	97.3
	3 years	28	45	25	21	30	10	149	159	93.7
	Total	103	114	100	126	115	31	558	589	94.7
13 + yrs school	Under 1 year	8	16	11	18	20	3	73	76	96.1
	1 year	11	11	15	17	23	10	77	87	88.5
	2 years	5	18	11	14	17	1	65	66	98.5
	3 years	11	15	12	8	10	2	56	58	96.6
	Total	35	60	49	57	70	16	271	287	94.4
MATERNAL AGE AT BIRTH OF CHILD										
< 20 years old	1 year		1	1	1	4		7	7	100.0
	2 years	3	7	12	15	9	1	46	47	97.9
	3 years	27	16	15	10	10	5	78	83	94.0
	Total	30	24	28	26	23	6	131	137	95.6
20-24 years	Under 1 year	25	30	16	23	39	8	133	141	94.3
	1 year	36	21	31	50	47	18	185	203	91.1
	2 years	24	44	41	46	29	8	184	192	95.8
	3 years	46	58	30	23	34	11	191	202	94.6
	Total	131	153	118	142	149	45	693	738	93.9
25-29 years	Under 1 year	24	26	18	27	28	7	123	130	94.6
	1 year	17	9	25	19	21	9	91	100	91.0
	2 years	10	9	14	18	14		65	65	100.0
	3 years	6	4	1	2	2	3	15	18	83.3
	Total	57	48	58	66	65	19	294	313	93.9

Table A3.24. Motor and Social Development - Percentile Scores for Male Children by Maternal Characteristics and Age of Child: Weighted Distribution

		0-19	20-39	40-59	60-79	80-99	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	Under 1 year	15.5	22.7	26.8	13.9	21.0	100.0	50.1	27.5
	1 year	16.2	18.5	20.2	20.2	24.9	100.0	52.4	31.2
	2 years	25.1	15.5	18.0	17.0	24.3	100.0	49.6	29.2
	3 years	42.6	18.8	16.7	15.6	6.2	100.0	34.7	26.6
	Total	26.2	18.8	20.1	16.7	18.3	100.0	45.9	29.5
12 yrs school	Under 1 year	14.1	19.9	24.5	26.1	15.5	100.0	51.7	26.1
	1 year	9.6	13.8	25.1	34.9	16.6	100.0	56.1	25.0
	2 years	16.8	16.8	21.0	11.6	33.9	100.0	56.3	28.7
	3 years	32.9	17.0	21.8	12.2	16.0	100.0	44.3	28.1
	Total	18.0	16.9	23.1	21.3	20.6	100.0	52.3	27.4
13 + yrs school	Under 1 year	26.1	24.1	20.5	18.0	11.4	100.0	42.9	27.1
	1 year	4.1	20.2	38.2	18.4	19.1	100.0	54.7	23.4
	2 years	9.3	23.2	22.3	27.8	17.4	100.0	54.4	23.6
	3 years	18.1	21.0	31.7	17.5	11.6	100.0	47.3	23.1
	Total	14.7	22.1	28.4	19.8	15.0	100.0	49.5	25.2
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	1 year		8.8	11.4	28.4	51.5	100.0	74.2	20.7
	2 years	16.1	14.9	17.6	24.6	26.9	100.0	55.7	26.6
	3 years	33.2	19.6	26.7	10.6	9.9	100.0	40.9	25.9
	Total	25.7	17.5	22.9	16.1	17.8	100.0	47.7	27.6
20-24 years	Under 1 year	16.5	17.4	26.5	19.9	19.7	100.0	52.2	27.6
	1 year	11.0	14.7	28.6	30.1	15.7	100.0	53.6	26.0
	2 years	13.3	15.7	22.7	16.9	31.4	100.0	57.6	27.0
	3 years	31.1	17.7	20.1	16.9	14.2	100.0	44.3	27.8
	Total	18.4	16.4	24.3	20.8	20.2	100.0	51.7	27.6
25-29 years	Under 1 year	19.5	25.8	21.4	23.4	9.9	100.0	45.0	25.4
	1 year	6.8	19.3	28.9	23.7	21.3	100.0	56.0	25.1
	2 years	27.1	24.3	16.4	9.9	22.2	100.0	46.1	29.5
	3 years	34.9	19.0	31.2	8.3	6.6	100.0	36.0	23.6
	Total	17.5	22.8	23.8	20.0	15.8	100.0	48.4	26.7

Table A3.25. Motor and Social Development - Percentile Scores for Male Children by Maternal Characteristics and Age of Child: Sample Cases

		0-19	20-39	40-59	60-79	80-99	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	Under 1 year	8	21	12	8	8	4	57	61	93.4
	1 year	11	11	13	15	20	12	70	82	85.4
	2 years	17	11	13	9	12	7	62	69	89.9
	3 years	34	18	11	11	8	4	82	86	95.3
	Total	70	61	49	43	48	27	271	298	90.9
12 yrs school	Under 1 year	20	30	33	34	28	8	145	153	94.8
	1 year	15	29	32	40	29	14	145	159	91.2
	2 years	26	27	29	21	39	7	142	149	95.3
	3 years	47	31	25	13	22	6	138	144	95.8
	Total	108	117	119	108	118	35	570	605	94.2
13 + yrs school	Under 1 year	19	22	18	15	13	1	87	88	98.9
	1 year	2	11	20	16	19	1	68	69	98.6
	2 years	6	7	11	17	15	3	56	59	94.9
	3 years	8	11	13	9	9	5	50	55	90.9
	Total	35	51	62	57	56	10	261	271	96.3
MATERNAL AGE AT BIRTH OF CHILD										
< 20 years old	1 year		1	1	3	4	1	9	10	90.0
	2 years	9	5	8	7	8		37	37	100.0
	3 years	23	15	14	6	7	2	65	67	97.0
	Total	32	21	23	16	19	3	111	114	97.4
20-24 years	Under 1 year	23	39	38	30	32	11	162	173	93.6
	1 year	20	30	43	44	39	24	176	200	88.0
	2 years	30	31	33	35	43	12	172	184	93.5
	3 years	62	41	32	23	27	11	185	196	94.4
	Total	135	141	146	132	141	58	695	753	92.3
25-29 years	Under 1 year	24	34	26	27	17	2	128	130	98.5
	1 year	8	20	21	24	25	4	98	102	96.1
	2 years	12	9	12	6	15	5	54	59	91.5
	3 years	7	5	4	5	5	2	26	28	92.9
	Total	51	68	63	62	62	13	306	319	95.9

Table A3.26. Motor and Social Development - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

MATERNAL EDUCATION	AGE OF CHILD	0-4	5-6	7-8	9-10	11-12	13-14	15	Invalid	Valid	Total	% Valid
< 12 yrs school	Under 1 year	5	19	33	24	22	10		10	113	123	91.9
	1 year	15	18	22	30	32	17	2	18	136	154	88.3
	2 years	16	15	23	27	39	20	3	11	143	154	92.9
	3 years	3	3	19	17	51	55	11	11	159	170	93.5
	Total	39	55	97	98	144	102	16	50	551	601	91.7
12 yrs school	Under 1 year	15	40	57	58	53	32	14	14	269	283	95.1
	1 year	19	34	59	89	57	23	3	25	284	309	91.9
	2 years	12	32	48	62	74	54	6	11	288	299	96.3
	3 years	2		7	24	75	131	48	16	287	303	94.7
	Total	48	106	171	233	259	240	71	66	1128	1194	94.5
13 + yrs school	Under 1 year	12	17	36	44	29	18	4	4	160	164	97.6
	1 year	11	9	33	30	41	19	2	11	145	156	92.9
	2 years	6	12	17	27	34	23	2	4	121	125	96.8
	3 years	1		2	7	24	56	16	7	106	113	93.8
	Total	30	38	88	108	128	116	24	26	532	558	95.3
MATERNAL AGE AT BIRTH OF CHILD												
< 20 years old	1 year	1	2	4	2	5	2		1	16	17	94.1
	2 years	5	8	10	17	23	18	2	1	83	84	98.8
	3 years	2	2	6	13	43	61	16	7	143	150	95.3
	Total	8	12	20	32	71	81	18	9	242	251	96.4
20-24 years	Under 1 year	14	42	63	72	53	38	13	19	295	314	93.9
	1 year	30	33	74	103	85	33	3	42	361	403	89.6
	2 years	21	38	60	84	89	58	6	20	356	376	94.7
	3 years	4	3	18	33	96	168	54	22	376	398	94.5
	Total	69	116	215	292	323	297	76	103	1388	1491	93.1
25-29 years	Under 1 year	18	34	63	56	51	24	5	9	251	260	96.5
	1 year	15	26	36	44	40	24	4	13	189	202	93.6
	2 years	8	14	19	16	37	22	3	5	119	124	96.0
	3 years			4	4	13	15	5	5	41	46	89.1
	Total	41	74	122	120	141	85	17	32	600	632	94.9

Table A4.1. Behavior Problems Index - Standard Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
AGE OF CHILD									
	4-5 yrs old - school	4.0	23.0	44.5	23.7	4.9	100.0	107.4	12.8
	4-5 yrs old - no school	3.1	23.9	42.9	19.3	10.8	100.0	108.7	14.6
	6-7 yrs old	6.4	20.2	38.9	28.7	5.7	100.0	108.2	13.9
	8-9 yrs old	5.8	18.3	40.4	23.8	11.6	100.0	109.6	15.2
	10 + yrs old	3.1	12.7	47.0	24.8	12.5	100.0	111.3	13.6
	Total	4.7	20.5	42.0	24.0	9.0	100.0	108.8	14.2
RACE OF CHILD	AGE OF CHILD								
Hispanic	4-5 yrs old - school	4.7	35.6	29.9	21.2	8.6	100.0	106.4	14.2
	4-5 yrs old - no school	3.9	28.1	41.9	16.0	10.2	100.0	107.0	15.2
	6-7 yrs old	2.6	29.5	35.4	24.2	8.3	100.0	108.1	14.2
	8-9 yrs old	10.6	23.8	40.1	20.2	5.3	100.0	105.9	14.1
	10 + yrs old		13.3	49.0	31.2	6.5	100.0	111.8	12.6
	Total	4.3	27.0	39.1	21.3	8.2	100.0	107.6	14.4
Black	4-5 yrs old - school	2.0	28.3	34.6	27.0	8.1	100.0	108.9	13.9
	4-5 yrs old - no school	3.7	21.4	45.3	22.5	7.0	100.0	107.8	14.2
	6-7 yrs old	4.4	19.4	41.7	28.7	5.8	100.0	109.3	13.1
	8-9 yrs old	3.1	17.3	44.4	23.3	11.8	100.0	110.6	14.7
	10 + yrs old	1.5	14.6	40.8	30.1	13.0	100.0	111.9	13.8
	Total	3.2	19.5	42.2	26.2	8.9	100.0	109.6	14.0
White	4-5 yrs old - school	4.5	19.8	49.2	23.1	3.5	100.0	107.1	12.2
	4-5 yrs old - no school	2.8	23.9	42.5	18.9	11.9	100.0	109.1	14.6
	6-7 yrs old	7.7	19.1	38.5	29.3	5.4	100.0	107.9	14.1
	8-9 yrs old	6.4	18.0	38.5	24.6	12.5	100.0	109.6	15.6
	10 + yrs old	4.7	11.2	50.9	19.9	13.3	100.0	110.9	13.5
	Total	5.2	19.9	42.3	23.5	9.1	100.0	108.7	14.3

Table A4.2. Behavior Problems Index - Standard Scores by Age and Race/Ethnicity of Child: Sample Cases

		70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	4-5 yrs old - school	10	71	114	68	19	17	282	299	94.3
	4-5 yrs old - no school	27	167	326	136	77	31	733	764	95.9
	6-7 yrs old	36	146	286	205	43	56	716	772	92.7
	8-9 yrs old	20	85	182	115	48	18	450	468	96.2
	10 + yrs old	9	39	127	77	27	15	279	294	94.9
	Total	102	508	1035	601	214	137	2460	2597	94.7
RACE OF CHILD	AGE OF CHILD									
Hispanic	4-5 yrs old - school	2	18	17	11	5	7	53	60	88.3
	4-5 yrs old - no school	7	42	74	25	17	3	165	168	98.2
	6-7 yrs old	4	37	49	36	10	16	136	152	89.5
	8-9 yrs old	6	16	29	14	4	5	69	74	93.2
	10 + yrs old		6	20	12	3	3	41	44	93.2
	Total	19	119	189	98	39	34	464	498	93.2
Black	4-5 yrs old - school	2	28	34	26	8	5	98	103	95.1
	4-5 yrs old - no school	9	44	97	46	15	10	211	221	95.5
	6-7 yrs old	12	50	104	71	16	20	253	273	92.7
	8-9 yrs old	6	35	77	43	20	3	181	184	98.4
	10 + yrs old	3	20	55	39	18	8	135	143	94.4
	Total	32	177	367	225	77	46	878	924	95.0
White	4-5 yrs old - school	6	25	63	31	6	5	131	136	96.3
	4-5 yrs old - no school	11	81	155	65	45	18	357	375	95.2
	6-7 yrs old	20	59	133	98	17	20	327	347	94.2
	8-9 yrs old	8	34	76	58	24	10	200	210	95.2
	10 + yrs old	6	13	52	26	6	4	103	107	96.3
	Total	51	212	479	278	98	57	1118	1175	95.1

Table A4.3. Behavior Problems Index - Percentile Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		0-19	20-39	40-59	60-79	80-89	90 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	4-5 yrs old - school	4.0	13.4	17.6	31.2	20.4	13.4	100.0	64.6	24.1
	4-5 yrs old - no school	6.0	11.6	25.6	20.6	11.4	24.7	100.0	65.4	26.0
	6-7 yrs old	6.4	13.0	15.9	28.3	13.7	22.6	100.0	65.6	25.9
	8-9 yrs old	7.0	11.0	18.9	18.9	21.9	22.3	100.0	67.1	26.1
	10 + yrs old	4.5	6.3	15.7	32.7	10.1	30.7	100.0	71.4	23.7
	Total	5.9	11.5	19.6	25.1	14.9	22.9	100.0	66.3	25.6
RACE OF CHILD	AGE OF CHILD									
Hispanic	4-5 yrs old - school	4.7	17.5	29.2	10.0	25.7	12.8	100.0	60.9	25.9
	4-5 yrs old - no school	9.3	13.9	27.3	18.0	8.5	23.0	100.0	61.3	26.9
	6-7 yrs old	2.6	20.7	16.3	25.4	11.3	23.7	100.0	64.3	26.1
	8-9 yrs old	10.6	13.3	23.4	16.2	25.0	11.5	100.0	61.1	26.3
	10 + yrs old	2.8	6.2	24.2	25.3	9.4	32.2	100.0	72.2	22.1
	Total	6.3	15.3	23.3	19.8	14.1	21.1	100.0	63.3	26.2
Black	4-5 yrs old - school	2.0	17.3	14.2	28.4	18.6	19.4	100.0	66.0	24.7
	4-5 yrs old - no school	6.5	11.5	26.9	20.9	13.0	21.2	100.0	64.3	25.6
	6-7 yrs old	4.4	11.3	15.1	33.6	12.0	23.7	100.0	67.9	24.1
	8-9 yrs old	4.4	10.0	20.9	25.2	14.8	24.6	100.0	68.9	24.1
	10 + yrs old	4.0	8.2	15.2	27.0	12.3	33.4	100.0	71.8	24.2
	Total	4.6	11.2	18.9	27.2	13.6	24.5	100.0	67.8	24.6
White	4-5 yrs old - school	4.5	11.7	17.2	34.6	20.2	11.7	100.0	64.6	23.6
	4-5 yrs old - no school	5.5	11.3	25.1	20.9	11.4	25.8	100.0	66.3	25.8
	6-7 yrs old	7.7	12.5	16.2	26.9	14.7	22.1	100.0	65.0	26.4
	8-9 yrs old	7.7	11.2	17.3	16.3	24.8	22.7	100.0	67.2	26.9
	10 + yrs old	5.1	4.9	14.7	38.0	8.8	28.6	100.0	70.9	23.6
	Total	6.3	11.1	19.2	25.2	15.5	22.6	100.0	66.2	25.8

Table A4.4. Behavior Problems Index - Percentile Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-19	20-39	40-59	60-79	80-89	90 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	4-5 yrs old - school	10	42	48	79	60	43	17	282	299	94.3
	4-5 yrs old - no school	48	77	196	156	85	171	31	733	764	95.9
	6-7 yrs old	36	93	113	210	90	174	56	716	772	92.7
	8-9 yrs old	28	45	88	94	88	107	18	450	468	96.2
	10 + yrs old	15	21	45	85	32	81	15	279	294	94.9
	Total	137	278	490	624	355	576	137	2460	2597	94.7
RACE OF CHILD	AGE OF CHILD										
Hispanic	4-5 yrs old - school	2	10	14	7	13	7	7	53	60	88.3
	4-5 yrs old - no school	15	19	45	35	15	36	3	165	168	98.2
	6-7 yrs old	4	24	22	36	16	34	16	136	152	89.5
	8-9 yrs old	6	8	17	13	17	8	5	69	74	93.2
	10 + yrs old	1	3	11	9	5	12	3	41	44	93.2
	Total	28	64	109	100	66	97	34	464	498	93.2
Black	4-5 yrs old - school	2	17	14	28	19	18	5	98	103	95.1
	4-5 yrs old - no school	15	23	57	46	25	45	10	211	221	95.5
	6-7 yrs old	12	29	39	83	30	60	20	253	273	92.7
	8-9 yrs old	9	20	39	42	29	42	3	181	184	98.4
	10 + yrs old	6	11	21	36	17	44	8	135	143	94.4
	Total	44	100	170	235	120	209	46	878	924	95.0
White	4-5 yrs old - school	6	15	20	44	28	18	5	131	136	96.3
	4-5 yrs old - no school	18	35	94	75	45	90	18	357	375	95.2
	6-7 yrs old	20	40	52	91	44	80	20	327	347	94.2
	8-9 yrs old	13	17	32	39	42	57	10	200	210	95.2
	10 + yrs old	8	7	13	40	10	25	4	103	107	96.3
	Total	65	114	211	289	169	270	57	1118	1175	95.1

Table A4.5. Behavior Problems Index - Standard Scores for Female Children by Age and Race/Ethnicity of Child: Weighted Distribution

		70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
AGE OF CHILD									
	4-5 yrs old - school	18.6	48.3	26.6	6.5	100.0	110.0	12.1	
	4-5 yrs old - no school	0.4	21.1	48.9	21.5	8.2	100.0	108.9	12.8
	6-7 yrs old	2.9	20.8	44.4	23.8	8.1	100.0	109.1	13.7
	8-9 yrs old	2.4	20.3	42.4	22.6	12.3	100.0	109.9	15.3
	10 + yrs old	3.2	14.9	50.1	19.8	12.1	100.0	111.3	13.7
	Total	1.8	19.9	46.4	22.7	9.2	100.0	109.5	13.6
RACE OF CHILD	AGE OF CHILD								
Hispanic	4-5 yrs old - school	23.9	41.8	22.8	11.5	100.0	108.5	14.0	
	4-5 yrs old - no school	0.9	31.8	34.1	21.9	11.3	100.0	107.4	14.5
	6-7 yrs old	2.6	26.1	40.5	18.2	12.6	100.0	108.9	13.7
	8-9 yrs old	3.1	25.4	47.4	18.7	5.4	100.0	107.7	12.9
	10 + yrs old		3.9	83.0		13.1	100.0	111.0	11.2
	Total	1.7	25.5	43.8	18.1	10.9	100.0	108.3	13.7
Black	4-5 yrs old - school	20.5	50.0	24.0	5.5	100.0	108.8	10.8	
	4-5 yrs old - no school	1.7	13.6	58.0	23.8	2.9	100.0	108.3	11.4
	6-7 yrs old	4.4	20.2	42.6	24.2	8.6	100.0	109.8	13.9
	8-9 yrs old	2.5	13.0	44.8	24.5	15.2	100.0	112.8	15.5
	10 + yrs old	1.8	19.6	38.0	27.9	12.6	100.0	112.4	15.1
	Total	2.6	17.1	46.6	24.8	9.0	100.0	110.4	13.8
White	4-5 yrs old - school	17.5	48.4	27.7	6.3	100.0	110.6	12.2	
	4-5 yrs old - no school	21.3	48.8	20.9	9.0	100.0	109.3	12.8	
	6-7 yrs old	2.4	20.1	45.8	24.6	7.2	100.0	108.9	13.6
	8-9 yrs old	2.3	22.5	40.8	22.4	12.1	100.0	109.1	15.3
	10 + yrs old	4.5	13.5	52.6	17.7	11.6	100.0	110.6	13.0
	Total	1.5	20.1	46.7	22.6	9.0	100.0	109.4	13.5

Table A4.6. Behavior Problems Index - Standard Scores for Female Children by Age and Race/Ethnicity of Child: Sample Cases

		70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	4-5 yrs old - school		28	59	28	10	8	125	133	94.0
	4-5 yrs old - no school	3	75	170	75	31	19	354	373	94.9
	6-7 yrs old	11	71	156	83	29	28	350	378	92.6
	8-9 yrs old	7	42	96	59	24	6	228	234	97.4
	10 + yrs old	5	22	67	28	15	4	137	141	97.2
	Total	26	238	548	273	109	65	1194	1259	94.8
RACE OF CHILD	AGE OF CHILD									
Hispanic	4-5 yrs old - school		7	8	4	3	2	22	24	91.7
	4-5 yrs old - no school	1	22	29	16	8	1	76	77	98.7
	6-7 yrs old	2	16	30	14	6	8	68	76	89.5
	8-9 yrs old	1	7	18	6	2	1	34	35	97.1
	10 + yrs old		1	14		3	1	18	19	94.7
	Total	4	53	99	40	22	13	218	231	94.4
Black	4-5 yrs old - school		9	21	9	2	3	41	44	93.2
	4-5 yrs old - no school	2	14	57	23	3	8	99	107	92.5
	6-7 yrs old	6	26	55	30	12	9	129	138	93.5
	8-9 yrs old	3	14	37	21	11	1	86	87	98.9
	10 + yrs old	2	13	26	18	8	2	67	69	97.1
	Total	13	76	196	101	36	23	422	445	94.8
White	4-5 yrs old - school		12	30	15	5	3	62	65	95.4
	4-5 yrs old - no school		39	84	36	20	10	179	189	94.7
	6-7 yrs old	3	29	71	39	11	11	153	164	93.3
	8-9 yrs old	3	21	41	32	11	4	108	112	96.4
	10 + yrs old	3	8	27	10	4	1	52	53	98.1
	Total	9	109	253	132	51	29	554	583	95.0

Table A4.7. Behavior Problems Index - Standard Scores for Male Children by Age and Race/Ethnicity of Child: Weighted Distribution

		0-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	4-5 yrs old - school		4.5	29.0	47.1	15.6	3.8	100.0	105.1	13.2
	4-5 yrs old - no school	1.9	3.9	31.8	24.3	23.5	14.7	100.0	108.4	16.2
	6-7 yrs old		5.3	24.0	40.4	25.4	4.8	100.0	107.4	14.1
	8-9 yrs old		5.9	20.0	39.0	24.5	10.6	100.0	109.5	15.3
	10 + yrs old		3.7	11.2	45.3	30.4	9.3	100.0	111.2	13.2
	Total	0.5	4.7	24.9	37.0	23.9	9.0	100.0	108.1	14.8
RACE OF CHILD	AGE OF CHILD									
Hispanic	4-5 yrs old - school		7.3	35.8	36.9	13.0	7.0	100.0	104.6	14.5
	4-5 yrs old - no school		8.4	34.3	32.3	11.2	13.9	100.0	106.1	15.1
	6-7 yrs old		2.6	35.7	31.8	24.7	5.3	100.0	107.3	14.3
	8-9 yrs old		18.1	18.0	42.7	13.3	7.8	100.0	103.9	15.2
	10 + yrs old		4.8	15.2	26.9	48.4	4.6	100.0	111.9	13.0
	Total		7.8	30.0	33.9	19.9	8.4	100.0	106.5	14.8
Black	4-5 yrs old - school		3.5	29.0	35.9	21.7	9.9	100.0	108.7	15.8
	4-5 yrs old - no school	2.5	4.7	34.5	20.6	26.6	11.1	100.0	107.2	16.3
	6-7 yrs old		2.7	19.1	48.7	25.4	4.1	100.0	109.0	12.6
	8-9 yrs old		4.5	24.4	40.8	23.0	7.3	100.0	108.6	14.0
	10 + yrs old		1.3	17.9	41.5	34.0	5.3	100.0	111.1	12.6
	Total	0.6	3.4	24.7	37.9	26.2	7.3	100.0	108.8	14.3
White	4-5 yrs old - school		4.4	28.1	51.8	14.2	1.6	100.0	104.2	11.9
	4-5 yrs old - no school	1.9	3.0	30.8	24.1	24.4	15.7	100.0	109.1	16.2
	6-7 yrs old		6.5	24.1	39.0	25.5	5.0	100.0	106.9	14.4
	8-9 yrs old		4.7	17.8	37.3	27.2	13.0	100.0	111.0	15.7
	10 + yrs old		5.4	5.3	51.9	24.1	13.4	100.0	111.1	13.7
	Total	0.6	4.7	24.3	37.1	23.6	9.7	100.0	108.1	15.0

Table A4.8. Behavior Problems Index - Standard Scores for Male Children by Age and Race/Ethnicity of Child: Sample Cases

		0-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	4-5 yrs old - school		7	43	69	29	9	9	157	166	94.6
	4-5 yrs old - no school	5	19	119	101	81	54	12	379	391	96.9
	6-7 yrs old		15	83	148	102	18	28	366	394	92.9
	8-9 yrs old		13	46	83	56	24	12	222	234	94.9
	10 + yrs old		6	20	59	49	8	11	142	153	92.8
	Total	5	60	311	460	317	113	72	1266	1338	94.6
RACE OF CHILD	AGE OF CHILD										
Hispanic	4-5 yrs old - school		2	9	13	5	2	5	31	36	86.1
	4-5 yrs old - no school		7	28	30	11	13	2	89	91	97.8
	6-7 yrs old		2	20	22	20	4	8	68	76	89.5
	8-9 yrs old		5	8	14	5	3	4	35	39	89.7
	10 + yrs old		1	4	7	10	1	2	23	25	92.0
	Total		17	69	86	51	23	21	246	267	92.1
Black	4-5 yrs old - school		2	16	21	12	6	2	57	59	96.6
	4-5 yrs old - no school	3	6	37	25	28	13	2	112	114	98.2
	6-7 yrs old		4	23	60	31	6	11	124	135	91.9
	8-9 yrs old		4	24	37	23	7	2	95	97	97.9
	10 + yrs old		1	12	27	24	4	6	68	74	91.9
	Total	3	17	112	170	118	36	23	456	479	95.2
White	4-5 yrs old - school		3	18	35	12	1	2	69	71	97.2
	4-5 yrs old - no school	2	6	54	46	42	28	8	178	186	95.7
	6-7 yrs old		9	40	66	51	8	9	174	183	95.1
	8-9 yrs old		4	14	32	28	14	6	92	98	93.9
	10 + yrs old		4	4	25	15	3	3	51	54	94.4
	Total	2	26	130	204	148	54	28	564	592	95.3

Table A4.9. Behavior Problems Index - Percentile Scores for Female Children by Age and Race/Ethnicity of Child: Weighted Distribution

		0-19	20-39	40-59	60-79	80-89	90 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	4-5 yrs old - school	3.3	11.3	11.2	36.5	20.6	17.1	100.0	69.8	22.3
	4-5 yrs old - no school	3.4	14.6	14.6	34.3	11.9	21.1	100.0	66.9	23.7
	6-7 yrs old	7.8	11.2	16.0	26.8	16.5	21.8	100.0	67.1	25.3
	8-9 yrs old	6.3	11.1	16.7	24.8	17.9	23.3	100.0	67.4	26.2
	10 + yrs old	3.2	11.3	11.6	35.7	11.7	26.4	100.0	70.9	23.9
	Total	5.2	12.3	14.7	30.7	15.3	21.9	100.0	67.8	24.6
RACE OF CHILD	AGE OF CHILD									
Hispanic	4-5 yrs old - school		23.9	34.3	7.6	8.4	25.9	100.0	64.1	24.1
	4-5 yrs old - no school	4.1	23.3	16.3	19.5	14.8	21.9	100.0	62.4	26.8
	6-7 yrs old	2.6	19.9	12.5	30.2	13.5	21.3	100.0	66.0	25.1
	8-9 yrs old	3.1	19.5	20.1	20.1	20.2	17.0	100.0	64.9	24.8
	10 + yrs old		3.9	25.6	34.4	23.0	13.1	100.0	71.6	17.2
	Total	2.7	19.8	18.2	23.4	15.6	20.3	100.0	65.0	25.1
Black	4-5 yrs old - school		18.5	13.7	33.6	20.3	13.9	100.0	67.6	20.9
	4-5 yrs old - no school	3.5	9.9	16.3	39.8	13.9	16.5	100.0	67.2	21.4
	6-7 yrs old	6.1	11.4	16.8	24.5	18.3	23.0	100.0	68.2	25.2
	8-9 yrs old	2.5	10.4	17.6	27.0	10.0	32.4	100.0	71.8	24.2
	10 + yrs old	1.8	15.9	7.2	30.5	6.2	38.3	100.0	71.5	26.0
	Total	3.5	12.2	15.0	30.4	13.7	25.1	100.0	69.2	24.0
White	4-5 yrs old - school	4.6	7.8	8.0	40.5	22.0	17.1	100.0	71.0	22.3
	4-5 yrs old - no school	3.3	14.5	14.0	35.2	11.0	22.1	100.0	67.4	23.6
	6-7 yrs old	9.3	9.7	16.2	27.2	16.3	21.4	100.0	66.9	25.4
	8-9 yrs old	8.2	10.2	15.9	24.5	20.7	20.5	100.0	66.0	26.9
	10 + yrs old	4.5	9.6	12.2	39.2	13.5	21.0	100.0	70.5	23.3
	Total	6.1	11.2	14.1	31.9	15.7	20.9	100.0	67.7	24.7

Table A4.10. Behavior Problems Index - Percentile Scores for Female Children by Age and Race/Ethnicity of Child: Sample Cases

		0-19	20-39	40-59	60-79	80-89	90 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	4-5 yrs old - school	3	21	18	38	24	21	8	125	133	94.0
	4-5 yrs old - no school	14	49	58	116	47	70	19	354	373	94.9
	6-7 yrs old	21	46	50	100	56	77	28	350	378	92.6
	8-9 yrs old	10	27	39	57	39	56	6	228	234	97.4
	10 + yrs old	5	17	16	48	14	37	4	137	141	97.2
	Total	53	160	181	359	180	261	65	1194	1259	94.8
RACE OF CHILD	AGE OF CHILD										
Hispanic	4-5 yrs old - school		7	6	2	2	5	2	22	24	91.7
	4-5 yrs old - no school	4	15	13	18	11	15	1	76	77	98.7
	6-7 yrs old	2	12	9	22	10	13	8	68	76	89.5
	8-9 yrs old	1	5	8	8	7	5	1	34	35	97.1
	10 + yrs old		1	5	6	3	3	1	18	19	94.7
	Total	7	40	41	56	33	41	13	218	231	94.4
Black	4-5 yrs old - school		8	6	14	8	5	3	41	44	93.2
	4-5 yrs old - no school	4	10	16	40	13	16	8	99	107	92.5
	6-7 yrs old	8	16	21	32	22	30	9	129	138	93.5
	8-9 yrs old	3	12	15	22	9	25	1	86	87	98.9
	10 + yrs old	2	10	6	20	5	24	2	67	69	97.1
	Total	17	56	64	128	57	100	23	422	445	94.8
White	4-5 yrs old - school	3	6	6	22	14	11	3	62	65	95.4
	4-5 yrs old - no school	6	24	29	58	23	39	10	179	189	94.7
	6-7 yrs old	11	18	20	46	24	34	11	153	164	93.3
	8-9 yrs old	6	10	16	27	23	26	4	108	112	96.4
	10 + yrs old	3	6	5	22	6	10	1	52	53	98.1
	Total	29	64	76	175	90	120	29	554	583	95.0

Table A4.11. Behavior Problems Index - Percentile Scores for Male Children by Age and Race/Ethnicity of Child: Weighted Distribution

		0-19	20-39	40-59	60-79	80-89	90 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	4-5 yrs old - school	7.2	15.5	22.7	27.2	16.1	11.3	100.0	60.1	25.4
	4-5 yrs old - no school	5.7	12.9	24.4	18.1	12.4	26.6	100.0	64.3	28.4
	6-7 yrs old	9.1	13.9	15.5	23.0	20.1	18.4	100.0	64.2	26.5
	8-9 yrs old	5.9	13.0	16.6	24.3	15.0	25.2	100.0	67.1	26.2
	10 + yrs old	3.7	7.4	20.2	24.5	21.1	23.2	100.0	71.7	23.3
	Total	6.7	13.0	19.8	22.5	16.6	21.4	100.0	64.9	26.7
RACE OF CHILD	AGE OF CHILD									
Hispanic	4-5 yrs old - school	10.4	21.9	19.7	20.7	18.3	9.1	100.0	57.9	27.3
	4-5 yrs old - no school	8.4	11.0	30.1	24.3	6.1	20.1	100.0	59.6	26.8
	6-7 yrs old	4.3	26.6	11.0	20.0	13.7	24.4	100.0	62.8	27.2
	8-9 yrs old	18.1	6.2	29.7	19.0	17.3	9.7	100.0	56.8	27.7
	10 + yrs old	4.8	8.0	16.6	14.5	21.7	34.4	100.0	72.9	24.7
	Total	8.7	15.7	21.7	20.6	13.6	19.8	100.0	61.4	27.3
Black	4-5 yrs old - school	6.7	17.9	14.3	22.1	15.8	23.2	100.0	64.4	27.5
	4-5 yrs old - no school	7.3	15.0	23.7	16.3	17.5	20.2	100.0	62.3	29.1
	6-7 yrs old	3.8	9.6	19.0	29.7	17.8	20.1	100.0	67.6	23.0
	8-9 yrs old	4.5	9.7	22.9	30.7	8.5	23.7	100.0	65.6	24.1
	10 + yrs old	1.3	10.6	18.2	24.8	26.2	18.8	100.0	71.5	22.4
	Total	4.7	12.0	20.2	25.1	16.9	21.1	100.0	66.3	25.4
White	4-5 yrs old - school	6.9	14.0	25.5	29.6	15.9	8.1	100.0	59.2	24.3
	4-5 yrs old - no school	4.9	12.6	23.8	17.7	11.9	29.1	100.0	65.5	28.3
	6-7 yrs old	11.3	13.7	15.0	21.3	21.6	17.1	100.0	63.3	27.3
	8-9 yrs old	4.7	16.0	10.8	21.4	18.4	28.7	100.0	69.6	26.7
	10 + yrs old	5.4	4.8	22.4	26.3	17.0	24.2	100.0	71.6	23.6
	Total	7.2	12.9	19.3	21.8	16.9	21.8	100.0	65.0	27.1

Table A4.12. Behavior Problems Index - Percentile Scores for Male Children by Age and Race/Ethnicity of Child: Sample Cases

		0-19	20-39	40-59	60-79	80-89	90 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	4-5 yrs old - school	12	25	26	44	27	23	9	157	166	94.6
	4-5 yrs old - no school	24	45	95	77	46	92	12	379	391	96.9
	6-7 yrs old	25	50	56	89	64	82	28	366	394	92.9
	8-9 yrs old	13	22	42	57	25	63	12	222	234	94.9
	10 + yrs old	6	12	26	35	32	31	11	142	153	92.8
	Total	80	154	245	302	194	291	72	1266	1338	94.6
RACE OF CHILD	AGE OF CHILD										
Hispanic	4-5 yrs old - school	3	5	6	8	6	3	5	31	36	86.1
	4-5 yrs old - no school	7	9	26	22	6	19	2	89	91	97.8
	6-7 yrs old	4	15	6	14	10	19	8	68	76	89.5
	8-9 yrs old	5	3	10	7	6	4	4	35	39	89.7
	10 + yrs old	1	2	4	4	5	7	2	23	25	92.0
	Total	20	34	52	55	33	52	21	246	267	92.1
Black	4-5 yrs old - school	4	10	7	13	10	13	2	57	59	96.6
	4-5 yrs old - no school	9	16	27	19	18	23	2	112	114	98.2
	6-7 yrs old	5	12	25	35	22	25	11	124	135	91.9
	8-9 yrs old	4	9	23	27	9	23	2	95	97	97.9
	10 + yrs old	1	7	12	17	17	14	6	68	74	91.9
	Total	23	54	94	111	76	98	23	456	479	95.2
White	4-5 yrs old - school	5	10	13	23	11	7	2	69	71	97.2
	4-5 yrs old - no school	8	20	42	36	22	50	8	178	186	95.7
	6-7 yrs old	16	23	25	40	32	38	9	174	183	95.1
	8-9 yrs old	4	10	9	23	10	36	6	92	98	93.9
	10 + yrs old	4	3	10	14	10	10	3	51	54	94.4
	Total	37	66	99	136	85	141	28	564	592	95.3

Table A4.13. Behavior Problems Index - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-4	5-9	10-14	15-19	20 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	4-5 yrs old - school	52	91	83	38	18	17	282	299	94.3
	4-5 yrs old - no school	109	219	228	128	49	31	733	764	95.9
	6-7 yrs old	134	198	214	134	51	41	731	772	94.7
	8-9 yrs old	84	124	122	72	48	18	450	468	96.2
	10 + yrs old	49	90	59	50	32	14	280	294	95.2
	Total	428	722	706	422	198	121	2476	2597	95.3
RACE OF CHILD	AGE OF CHILD									
Hispanic	4-5 yrs old - school	12	19	12	5	5	7	53	60	88.3
	4-5 yrs old - no school	30	50	50	24	11	3	165	168	98.2
	6-7 yrs old	28	38	38	24	12	12	140	152	92.1
	8-9 yrs old	16	22	19	8	4	5	69	74	93.2
	10 + yrs old	6	14	9	6	6	3	41	44	93.2
	Total	92	143	128	67	38	30	468	498	94.0
Black	4-5 yrs old - school	19	30	27	15	7	5	98	103	95.1
	4-5 yrs old - no school	33	67	63	36	12	10	211	221	95.5
	6-7 yrs old	44	70	81	45	20	13	260	273	95.2
	8-9 yrs old	30	60	44	27	20	3	181	184	98.4
	10 + yrs old	24	40	26	28	18	7	136	143	95.1
	Total	150	267	241	151	77	38	886	924	95.9
White	4-5 yrs old - school	21	42	44	18	6	5	131	136	96.3
	4-5 yrs old - no school	46	102	115	68	26	18	357	375	95.2
	6-7 yrs old	62	90	95	65	19	16	331	347	95.4
	8-9 yrs old	38	42	59	37	24	10	200	210	95.2
	10 + yrs old	19	36	24	16	8	4	103	107	96.3
	Total	186	312	337	204	83	53	1122	1175	95.5

Table A4.14. Behavior Problems Index - Standard Scores by Maternal Characteristics and Age of Child: Weighted Distribution

MATERNAL EDUCATION	AGE OF CHILD	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
< 12 yrs school	4-5 yrs old - school	3.6	17.4	43.4	30.6	4.9	100.0	110.0	12.4
	4-5 yrs old - no school	1.7	21.5	41.5	22.0	13.2	100.0	110.6	14.8
	6-7 yrs old	5.7	17.0	38.5	31.4	7.3	100.0	109.6	14.5
	8-9 yrs old	7.1	14.9	38.3	23.7	16.0	100.0	111.3	15.8
	10 + yrs old	3.4	12.3	44.3	26.0	14.0	100.0	112.1	14.2
	Total	4.4	16.9	40.7	26.6	11.4	100.0	110.7	14.6
12 yrs school	4-5 yrs old - school	4.8	25.2	39.1	24.4	6.4	100.0	107.2	13.8
	4-5 yrs old - no school	3.5	21.7	45.6	18.7	10.4	100.0	108.7	14.4
	6-7 yrs old	6.1	21.7	37.8	28.1	6.2	100.0	108.4	13.8
	8-9 yrs old	4.7	19.3	42.7	24.7	8.7	100.0	108.8	14.4
	10 + yrs old	3.5	13.1	50.7	20.0	12.7	100.0	110.7	13.2
	Total	4.6	21.0	42.5	23.3	8.6	100.0	108.6	14.1
13 + yrs school	4-5 yrs old - school	1.2	24.9	60.6	12.2	1.0	100.0	104.6	9.1
	4-5 yrs old - no school	3.6	34.4	35.9	17.3	8.8	100.0	105.6	14.6
	6-7 yrs old	9.6	21.3	43.7	24.0	1.4	100.0	104.5	12.6
	8-9 yrs old	8.3	26.8	39.2	17.4	8.3	100.0	105.9	15.8
	10 + yrs old		14.2	42.6	40.2	3.0	100.0	109.7	11.4
	Total	5.4	26.4	43.4	20.0	4.8	100.0	105.4	13.2
MATERNAL AGE AT BIRTH OF CHILD									
< 18 years	4-5 yrs old - school	7.1	36.3	32.7	20.5	3.5	100.0	104.8	13.1
	4-5 yrs old - no school	9.7	12.1	43.0	27.8	7.4	100.0	108.8	15.6
	6-7 yrs old	4.3	19.8	39.0	31.5	5.3	100.0	109.2	13.6
	8-9 yrs old	3.7	14.3	41.3	29.1	11.6	100.0	110.9	14.2
	10 + yrs old	1.7	15.1	44.6	28.9	9.7	100.0	111.4	13.0
	Total	4.1	17.2	41.5	28.6	8.6	100.0	110.0	13.8
18-19 years	4-5 yrs old - school	5.6	19.1	43.2	26.8	5.3	100.0	107.6	13.4
	4-5 yrs old - no school	1.7	21.7	38.6	20.9	17.1	100.0	111.7	15.5
	6-7 yrs old	5.4	19.4	38.9	29.7	6.6	100.0	108.7	14.0
	8-9 yrs old	5.4	21.8	42.3	19.7	10.7	100.0	108.6	14.9
	10 + yrs old	8.1	3.7	56.0	9.1	23.1	100.0	111.0	15.6
	Total	4.8	19.4	41.6	22.8	11.4	100.0	109.4	14.8
20-21 years	4-5 yrs old - school	2.2	13.5	48.2	28.4	7.7	100.0	110.9	12.4
	4-5 yrs old - no school	2.8	26.8	41.2	19.4	9.8	100.0	108.1	14.3
	6-7 yrs old	9.1	21.7	35.7	28.3	5.2	100.0	107.4	14.2
	8-9 yrs old	13.2	15.4	30.4	25.5	15.4	100.0	109.7	18.5
	Total	6.6	21.8	38.6	25.2	7.9	100.0	108.2	14.5
22 + years	4-5 yrs old - school	2.7	27.3	48.2	18.9	2.9	100.0	105.6	11.7
	4-5 yrs old - no school	2.6	25.6	46.7	16.3	8.8	100.0	107.3	13.8
	6-7 yrs old	1.6	16.7	52.4	23.0	6.3	100.0	108.8	12.1
	Total	2.4	24.5	47.9	18.0	7.2	100.0	107.2	13.2

Table A4.15. Behavior Problems Index - Standard Scores by Maternal Characteristics and Age of Child: Sample Cases

MATERNAL EDUCATION	AGE OF CHILD	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
< 12 yrs school	4-5 yrs old - school	3	18	36	23	8	7	88	95	92.6
	4-5 yrs old - no school	8	44	106	46	37	11	241	252	95.6
	6-7 yrs old	13	48	95	80	16	20	252	272	92.6
	8-9 yrs old	9	36	72	49	26	11	192	203	94.6
	10 + yrs old	6	22	58	44	14	6	144	150	96.0
	Total	39	168	367	242	101	55	917	972	94.3
12 yrs school	4-5 yrs old - school	5	39	52	35	10	7	141	148	95.3
	4-5 yrs old - no school	15	80	178	71	34	19	378	397	95.2
	6-7 yrs old	16	78	143	104	24	27	365	392	93.1
	8-9 yrs old	8	38	86	55	17	4	204	208	98.1
	10 + yrs old	3	13	56	20	11	7	103	110	93.6
	Total	47	248	515	285	96	64	1191	1255	94.9
13 + yrs school	4-5 yrs old - school	1	14	26	8	1	2	50	52	96.2
	4-5 yrs old - no school	4	40	41	18	6	1	109	110	99.1
	6-7 yrs old	7	19	44	18	3	9	91	100	91.0
	8-9 yrs old	3	11	22	10	3	3	49	52	94.2
	10 + yrs old		4	11	12	1	1	28	29	96.6
	Total	15	88	144	66	14	16	327	343	95.3
MATERNAL AGE AT BIRTH OF CHILD										
< 18 years	4-5 yrs old - school	2	18	18	11	4	3	53	56	94.6
	4-5 yrs old - no school	3	12	26	23	6	2	70	72	97.2
	6-7 yrs old	8	32	67	46	9	8	162	170	95.3
	8-9 yrs old	7	30	73	58	20	12	188	200	94.0
	10 + yrs old	5	37	102	70	20	13	234	247	94.7
	Total	25	129	286	208	59	38	707	745	94.9
18-19 years	4-5 yrs old - school	4	21	32	25	6	6	88	94	93.6
	4-5 yrs old - no school	6	39	81	35	23	3	184	187	98.4
	6-7 yrs old	10	50	90	68	17	22	235	257	91.4
	8-9 yrs old	9	46	91	44	23	5	213	218	97.7
	10 + yrs old	4	2	25	7	7	2	45	47	95.7
	Total	33	158	319	179	76	38	765	803	95.3
20-21 years	4-5 yrs old - school	3	13	37	21	5	7	79	86	91.9
	4-5 yrs old - no school	10	60	94	39	22	13	225	238	94.5
	6-7 yrs old	16	55	102	74	12	22	259	281	92.2
	8-9 yrs old	4	9	18	13	5	1	49	50	98.0
	Total	33	137	251	147	44	43	612	655	93.4
22 + years	4-5 yrs old - school	1	19	27	11	4	1	62	63	98.4
	4-5 yrs old - no school	8	56	125	39	26	13	254	267	95.1
	6-7 yrs old	2	9	27	17	5	4	60	64	93.8
	Total	11	84	179	67	35	18	376	394	95.4

Table A4.16. Behavior Problems Index - Percentile Scores by Maternal Characteristics and Age of Child: Weighted Distribution

MATERNAL EDUCATION	AGE OF CHILD	0-19	20-39	40-59	60-79	80-89	90 +	TOTAL	MEAN	STD DEV
< 12 yrs school	4-5 yrs old - school	3.6	6.9	15.0	31.6	23.1	19.7	100.0	70.0	23.0
	4-5 yrs old - no school	4.1	10.2	26.9	18.1	10.3	30.5	100.0	68.3	25.2
	6-7 yrs old	5.7	13.4	11.5	29.7	14.0	25.7	100.0	67.6	25.9
	8-9 yrs old	7.6	9.6	15.2	19.0	24.0	24.6	100.0	69.6	26.1
	10 + yrs old	4.6	6.9	17.0	28.1	7.1	36.4	100.0	72.2	24.4
	Total	5.3	10.0	17.3	24.6	15.0	27.8	100.0	69.2	25.3
12 yrs school	4-5 yrs old - school	4.8	13.3	20.5	26.7	20.4	14.1	100.0	63.6	25.4
	4-5 yrs old - no school	6.1	10.0	25.4	23.3	11.0	24.2	100.0	65.9	25.5
	6-7 yrs old	6.1	13.4	14.6	28.8	14.3	22.8	100.0	66.0	25.8
	8-9 yrs old	5.6	12.0	19.2	19.7	23.0	20.6	100.0	66.6	25.8
	10 + yrs old	3.7	6.5	13.2	40.6	10.3	25.6	100.0	70.7	23.1
	Total	5.6	11.5	19.5	26.2	15.1	22.1	100.0	66.2	25.5
13 + yrs school	4-5 yrs old - school	1.2	22.3	14.2	42.8	16.2	3.2	100.0	60.3	19.9
	4-5 yrs old - no school	9.0	19.3	24.2	14.3	15.3	17.9	100.0	59.4	27.7
	6-7 yrs old	9.6	11.0	30.6	23.4	11.0	14.4	100.0	59.3	25.7
	8-9 yrs old	13.2	12.4	31.2	15.2	7.5	20.5	100.0	58.9	26.7
	10 + yrs old	8.1	2.9	21.6	19.3	21.9	26.3	100.0	70.0	23.1
	Total	8.3	15.3	25.2	22.4	13.6	15.2	100.0	60.2	25.6
MATERNAL AGE AT BIRTH OF CHILD										
< 18 years	4-5 yrs old - school	7.1	18.6	19.1	28.6	13.6	13.1	100.0	58.7	26.1
	4-5 yrs old - no school	9.7	8.0	19.3	25.0	6.4	31.6	100.0	67.1	28.1
	6-7 yrs old	4.3	12.1	16.1	30.3	11.8	25.4	100.0	67.5	24.8
	8-9 yrs old	5.2	10.3	15.1	20.1	27.0	22.4	100.0	70.3	24.6
	10 + yrs old	3.5	7.3	14.5	32.1	11.6	31.0	100.0	71.7	23.0
	Total	5.1	10.0	15.9	27.6	15.2	26.3	100.0	68.9	24.9
18-19 years	4-5 yrs old - school	5.6	10.9	18.3	23.2	29.0	12.9	100.0	65.4	25.3
	4-5 yrs old - no school	6.0	9.3	20.2	20.7	10.9	32.8	100.0	69.7	26.0
	6-7 yrs old	5.4	14.4	14.9	26.2	15.1	24.0	100.0	66.5	25.7
	8-9 yrs old	6.7	10.8	22.0	20.2	19.3	21.0	100.0	65.6	25.9
	10 + yrs old	8.1	2.3	20.4	35.1	4.6	29.6	100.0	70.1	25.9
	Total	6.2	10.9	19.0	23.5	16.1	24.4	100.0	67.1	25.9
20-21 years	4-5 yrs old - school	2.2	8.3	10.7	38.8	19.7	20.3	100.0	71.1	21.4
	4-5 yrs old - no school	6.3	10.6	30.5	17.5	14.1	21.1	100.0	64.4	25.6
	6-7 yrs old	9.1	13.6	14.0	27.6	13.6	22.1	100.0	64.0	27.4
	8-9 yrs old	13.2	14.0	16.8	10.5	18.6	26.9	100.0	64.4	29.9
	Total	7.7	12.0	19.2	24.2	14.9	21.9	100.0	65.1	26.5
22 + years	4-5 yrs old - school	2.7	17.2	22.5	32.1	17.7	8.0	100.0	61.4	22.8
	4-5 yrs old - no school	5.1	14.5	26.5	21.8	10.9	21.2	100.0	63.3	25.3
	6-7 yrs old	1.6	7.9	26.6	34.1	13.2	16.6	100.0	67.0	20.6
	Total	4.0	14.0	25.7	25.9	12.7	17.7	100.0	63.5	24.2

Table A4.17. Behavior Problems Index - Percentile Scores by Maternal Characteristics and Age of Child: Sample Cases

MATERNAL EDUCATION	AGE OF CHILD	0-19	20-39	40-59	60-79	80-89	90 +	INVALID	VALID	TOTAL	% VALID
< 12 yrs school	4-5 yrs old - school	3	10	12	25	21	17	7	88	95	92.6
	4-5 yrs old - no school	16	19	60	48	28	70	11	241	252	95.6
	6-7 yrs old	13	36	35	67	32	69	20	252	272	92.6
	8-9 yrs old	12	20	35	37	40	48	11	192	203	94.6
	10 + yrs old	9	12	22	39	14	48	6	144	150	96.0
	Total	53	97	164	216	135	252	55	917	972	94.3
12 yrs school	4-5 yrs old - school	5	21	28	35	30	22	7	141	148	95.3
	4-5 yrs old - no school	23	35	101	91	42	86	19	378	397	95.2
	6-7 yrs old	16	47	55	109	48	90	27	365	392	93.1
	8-9 yrs old	12	19	39	45	41	48	4	204	208	98.1
	10 + yrs old	4	8	16	41	10	24	7	103	110	93.6
	Total	60	130	239	321	171	270	64	1191	1255	94.9
13 + yrs school	4-5 yrs old - school	1	11	8	19	8	3	2	50	52	96.2
	4-5 yrs old - no school	9	22	33	16	15	14	1	109	110	99.1
	6-7 yrs old	7	9	23	31	8	13	9	91	100	91.0
	8-9 yrs old	4	6	13	11	6	9	3	49	52	94.2
	10 + yrs old	2	1	6	4	7	8	1	28	29	96.6
	Total	23	49	83	81	44	47	16	327	343	95.3
MATERNAL AGE AT BIRTH OF CHILD											
< 18 years	4-5 yrs old - school	2	11	8	15	9	8	3	53	56	94.6
	4-5 yrs old - no school	3	7	15	13	7	25	2	70	72	97.2
	6-7 yrs old	8	21	28	49	15	41	8	162	170	95.3
	8-9 yrs old	12	18	30	36	47	45	12	188	200	94.0
	10 + yrs old	11	20	34	72	27	70	13	234	247	94.7
	Total	36	77	115	185	105	189	38	707	745	94.9
18-19 years	4-5 yrs old - school	4	12	15	19	24	14	6	88	94	93.6
	4-5 yrs old - no school	16	14	44	42	18	50	3	184	187	98.4
	6-7 yrs old	10	35	35	65	29	61	22	235	257	91.4
	8-9 yrs old	12	19	50	48	35	49	5	213	218	97.7
	10 + yrs old	4	1	11	13	5	11	2	45	47	95.7
	Total	46	81	155	187	111	185	38	765	803	95.3
20-21 years	4-5 yrs old - school	3	8	10	27	18	13	7	79	86	91.9
	4-5 yrs old - no school	15	28	66	42	32	42	13	225	238	94.5
	6-7 yrs old	16	33	37	78	38	57	22	259	281	92.2
	8-9 yrs old	4	8	8	10	6	13	1	49	50	98.0
	Total	38	77	121	157	94	125	43	612	655	93.4
22 + years	4-5 yrs old - school	1	11	15	18	9	8	1	62	63	98.4
	4-5 yrs old - no school	14	28	[illegible]	59	28	54	13	254	267	95.1
	6-7 yrs old	2	4	13	18	8	15	4	60	64	93.8
	Total	17	43	99	95	45	77	18	376	394	95.4

Table A4.18. Behavior Problems Index - Standard Scores for Female Children by Maternal Characteristics and Age of Child: Weighted Distribution

		70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	4-5 yrs old - school		20.3	50.6	22.5	6.7	100.0	109.8	12.9
	4-5 yrs old - no school		19.8	41.3	30.6	8.3	100.0	111.0	13.5
	6-7 yrs old	1.9	20.9	44.5	24.0	8.8	100.0	109.9	13.3
	8-9 yrs old	1.2	19.8	38.5	23.8	16.6	100.0	112.0	16.6
	10 + yrs old	6.1	16.1	40.1	22.8	15.0	100.0	111.6	14.8
	Total	1.8	19.5	42.1	25.3	11.3	100.0	110.9	14.4
12 yrs school	4-5 yrs old - school		22.3	41.3	28.6	7.7	100.0	110.2	13.1
	4-5 yrs old - no school	0.7	16.9	54.8	19.1	8.5	100.0	109.1	12.1
	6-7 yrs old	4.1	17.0	45.0	24.2	9.7	100.0	109.7	14.0
	8-9 yrs old	3.1	17.4	43.2	24.9	11.3	100.0	110.2	14.3
	10 + yrs old	0.6	12.0	64.8	13.9	8.7	100.0	111.0	11.6
	Total	2.1	17.2	49.1	22.3	9.3	100.0	109.8	13.2
13 + yrs school	4-5 yrs old - school		5.5	65.9	25.9	2.7	100.0	110.0	7.0
	4-5 yrs old - no school		36.8	39.6	16.6	7.0	100.0	105.1	13.4
	6-7 yrs old	0.8	37.2	44.7	15.8	1.6	100.0	104.0	12.0
	8-9 yrs old	3.1	37.8	48.0	7.5	3.5	100.0	101.0	12.4
	10 + yrs old		24.7	34.2	34.4	6.7	100.0	108.9	14.6
	Total	0.6	31.9	45.5	17.6	4.4	100.0	105.2	12.6
MATERNAL AGE AT BIRTH OF CHILD									
< 18 years	4-5 yrs old - school		46.1	39.0	12.0	2.9	100.0	102.1	12.1
	4-5 yrs old - no school		13.8	52.2	30.4	3.6	100.0	112.3	11.5
	6-7 yrs old	1.5	19.2	45.3	23.1	10.9	100.0	111.5	14.1
	8-9 yrs old	2.1	14.2	35.4	33.8	14.5	100.0	112.6	14.8
	10 + yrs old	3.5	18.5	41.7	23.9	12.4	100.0	111.2	14.5
	Total	2.0	19.0	42.0	26.3	10.7	100.0	111.0	14.2
18-19 years	4-5 yrs old - school		17.4	52.3	28.7	1.6	100.0	108.9	11.2
	4-5 yrs old - no school	2.1	14.3	49.1	19.5	15.0	100.0	110.4	14.2
	6-7 yrs old	3.5	18.7	47.8	17.0	13.0	100.0	109.3	13.6
	8-9 yrs old	3.0	19.6	50.2	15.7	11.5	100.0	109.7	15.0
	10 + yrs old	2.1		84.1	2.9	11.0	100.0	111.7	9.7
	Total	2.6	16.6	51.9	17.1	11.7	100.0	109.8	13.8
20-21 years	4-5 yrs old - school		4.3	48.7	29.0	18.0	100.0	116.1	11.9
	4-5 yrs old - no school		25.9	41.6	27.7	4.8	100.0	107.9	12.4
	6-7 yrs old	3.2	25.9	38.2	27.9	4.8	100.0	107.7	14.1
	8-9 yrs old	1.3	40.7	31.7	17.2	9.2	100.0	103.1	15.6
	Total	1.6	25.0	39.9	26.9	6.6	100.0	108.3	13.8
22 + years	4-5 yrs old - school		13.0	51.0	33.4	2.6	100.0	111.2	9.0
	4-5 yrs old - no school		22.9	53.0	15.5	8.6	100.0	107.9	12.5
	6-7 yrs old	2.5	7.3	60.2	30.0		100.0	109.9	9.1
	Total	0.4	19.2	53.7	20.3	6.5	100.0	108.7	11.7

Table A4.19. Behavior Problems Index - Standard Scores for Female Children by Maternal Characteristics and Age of Child: Sample Cases

MATERNAL EDUCATION	AGE OF CHILD	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
< 12 yrs school	4-5 yrs old - school		9	20	8	5	4	42	46	91.3
	4-5 yrs old - no school		21	47	30	13	5	111	116	95.7
	6-7 yrs old	4	22	51	33	13	11	123	134	91.8
	8-9 yrs old	2	19	42	25	15	3	103	106	97.2
	10 + yrs old	4	12	33	17	9	2	75	77	97.4
	Total	10	83	193	113	55	25	454	479	94.8
12 yrs school	4-5 yrs old - school		16	29	16	4	2	65	67	97.0
	4-5 yrs old - no school	3	33	95	36	16	13	183	196	93.4
	6-7 yrs old	6	38	78	39	15	12	176	188	93.6
	8-9 yrs old	4	17	41	32	8	2	102	104	98.1
	10 + yrs old	1	7	29	6	4	2	47	49	95.9
	Total	14	111	272	129	47	31	573	604	94.9
13 + yrs school	4-5 yrs old - school		3	10	4	1	1	18	19	94.7
	4-5 yrs old - no school		21	27	9	2	1	59	60	98.3
	6-7 yrs old	1	10	25	7	1	5	44	49	89.8
	8-9 yrs old	1	6	11	2	1	1	21	22	95.5
	10 + yrs old		3	4	5	1		13	13	100.0
	Total	2	43	77	27	6	8	155	163	95.1
MATERNAL AGE AT BIRTH OF CHILD										
< 18 years	4-5 yrs old - school		10	13	4	2	2	29	31	93.5
	4-5 yrs old - no school		7	15	13	3	1	38	39	97.4
	6-7 yrs old	2	18	40	18	10	3	88	91	96.7
	8-9 yrs old	3	16	38	33	10	4	100	104	96.2
	10 + yrs old	4	22	51	26	13	4	116	120	96.7
	Total	9	73	157	94	38	14	371	385	96.4
18-19 years	4-5 yrs old - school		10	19	10	2	3	41	44	93.2
	4-5 yrs old - no school	3	14	37	15	10	2	79	81	97.5
	6-7 yrs old	4	25	51	24	14	10	118	128	92.2
	8-9 yrs old	3	18	50	22	13	2	106	108	98.1
	10 + yrs old	1		16	2	2		21	21	100.0
	Total	11	67	173	73	41	17	365	382	95.5
20-21 years	4-5 yrs old - school		3	18	8	4	3	33	36	91.7
	4-5 yrs old - no school		31	48	26	8	9	113	122	92.6
	6-7 yrs old	4	25	53	33	5	11	120	131	91.6
	8-9 yrs old	1	8	8	4	1		22	22	100.0
	Total	5	67	127	71	18	23	288	311	92.6
22 + years	4-5 yrs old - school		5	9	6	2		22	22	100.0
	4-5 yrs old - no school		23	70	21	10	7	124	131	94.7
	6-7 yrs old	1	3	12	8		4	24	28	85.7
	Total	1	31	91	35	12	11	170	181	93.9

Table A4.20. Behavior Problems Index - Standard Scores for Male Children by Maternal Characteristics and Age of Child: Weighted Distribution

		0-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	4-5 yrs old - school		2.2	18.1	49.7	26.1	3.9	100.0	109.6	12.3
	4-5 yrs old - no school		3.1	29.7	29.5	17.7	19.9	100.0	110.1	15.7
	6-7 yrs old		4.3	23.3	34.9	30.2	7.3	100.0	109.5	15.5
	8-9 yrs old		5.2	17.5	42.1	19.4	15.8	100.0	111.0	15.1
	10 + yrs old		2.5	7.6	45.0	31.7	13.2	100.0	112.5	13.3
	Total		3.6	20.3	38.7	25.0	12.4	100.0	110.4	14.8
12 yrs school	4-5 yrs old - school		6.1	30.1	45.3	12.9	5.5	100.0	104.5	14.1
	4-5 yrs old - no school	2.7	4.7	29.0	25.1	25.0	13.5	100.0	108.2	16.5
	6-7 yrs old		5.5	25.1	40.1	24.4	4.9	100.0	107.2	13.6
	8-9 yrs old		7.3	20.1	39.2	27.1	6.2	100.0	107.7	15.0
	10 + yrs old		5.9	14.3	42.0	30.3	7.5	100.0	110.0	14.0
	Total	0.9	5.6	25.3	35.9	24.1	8.2	100.0	107.5	15.0
13 + yrs school	4-5 yrs old - school		1.9	41.5	50.1	6.5		100.0	100.9	9.6
	4-5 yrs old - no school	1.4	1.9	44.7	13.1	27.1	11.8	100.0	106.9	15.2
	6-7 yrs old		6.4	21.9	50.0	21.2	0.5	100.0	104.6	12.6
	8-9 yrs old		3.2	31.2	26.4	28.1	11.0	100.0	109.9	15.4
	10 + yrs old			11.5	59.7	28.8		100.0	110.3	7.7
	Total	0.4	3.4	32.7	37.3	21.3	4.9	100.0	105.6	13.4
MATERNAL AGE AT BIRTH OF CHILD										
< 18 years	4-5 yrs old - school			38.0	38.4	19.6	4.1	100.0	107.6	13.0
	4-5 yrs old - no school	22.3		27.7	11.4	33.7	4.9	100.0	101.8	21.6
	6-7 yrs old		3.0	29.6	34.2	31.2	2.1	100.0	107.3	13.4
	8-9 yrs old		4.2	18.6	43.4	21.4	12.3	100.0	109.8	14.1
	10 + yrs old		1.1	10.4	50.4	33.5	4.6	100.0	111.4	11.0
	Total	1.8	2.1	19.8	41.4	28.9	6.0	100.0	109.1	13.8
18-19 years	4-5 yrs old - school		8.8	18.0	52.5	12.6	8.1	100.0	106.3	14.9
	4-5 yrs old - no school	0.7	5.1	23.0	24.6	21.8	24.8	100.0	112.4	16.3
	6-7 yrs old		6.3	21.3	41.0	26.0	5.5	100.0	108.4	14.7
	8-9 yrs old		8.1	22.1	39.1	23.9	6.7	100.0	107.6	15.0
	10 + yrs old		13.0	13.9	27.3	19.6	26.2	100.0	110.3	19.2
	Total	0.2	7.3	21.0	36.6	22.4	12.5	100.0	109.1	15.7
20-21 years	4-5 yrs old - school		3.6	19.4	52.3	23.6	1.1	100.0	107.0	11.9
	4-5 yrs old - no school		4.5	33.4	27.5	21.6	12.9	100.0	107.9	15.2
	6-7 yrs old		6.5	23.3	38.6	27.3	4.3	100.0	106.7	13.9
	8-9 yrs old		1.7	15.3	27.4	33.9	21.7	100.0	115.9	16.9
	Total		5.1	25.2	36.2	25.6	7.8	100.0	107.8	14.5
22 + years	4-5 yrs old - school		4.0	40.5	42.8	9.7	3.0	100.0	102.0	12.4
	4-5 yrs old - no school	0.8	3.1	37.0	23.6	24.5	11.0	100.0	107.3	15.2
	6-7 yrs old		1.1	27.1	53.0	10.6	8.3	100.0	107.6	13.6
	Total	0.5	3.0	36.1	33.7	18.3	8.5	100.0	106.0	14.5

Table A4.21. Behavior Problems Index - Standard Scores for Male Children by Maternal Characteristics and Age of Child: Sample Cases

MATERNAL EDUCATION	AGE OF CHILD	0-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
< 12 yrs school	4-5 yrs old - school		2	9	23	9	3	3	46	49	93.9
	4-5 yrs old - no school		7	34	41	23	25	6	130	136	95.6
	6-7 yrs old		6	33	45	38	7	9	129	138	93.5
	8-9 yrs old		6	18	33	20	12	8	89	97	91.8
	10 + yrs old		4	8	26	27	4	4	69	73	94.5
	Total		25	102	168	117	51	30	463	493	93.9
12 yrs school	4-5 yrs old - school		3	23	30	14	6	5	76	81	93.8
	4-5 yrs old - no school	4	10	58	53	46	24	6	195	201	97.0
	6-7 yrs old		5	40	78	56	10	15	189	204	92.6
	8-9 yrs old		6	21	39	26	10	2	102	104	98.1
	10 + yrs old		2	9	24	17	4	5	56	61	91.8
	Total	4	26	151	224	159	54	33	618	651	94.9
13 + yrs school	4-5 yrs old - school		1	11	16	4		1	32	33	97.0
	4-5 yrs old - no school	1	2	24	7	11	5		50	50	100.0
	6-7 yrs old		4	10	24	8	1	4	47	51	92.2
	8-9 yrs old		1	7	10	9	1	2	28	30	93.3
	10 + yrs old			2	8	5		1	15	16	93.8
	Total	1	8	54	65	37	7	8	172	180	95.6
MATERNAL AGE AT BIRTH OF CHILD											
< 18 years	4-5 yrs old - school			9	8	5	2	1	24	25	96.0
	4-5 yrs old - no school	2		9	7	11	3	1	32	33	97.0
	6-7 yrs old		3	21	26	22	2	5	74	79	93.7
	8-9 yrs old		5	16	31	24	12	8	88	96	91.7
	10 + yrs old		3	15	52	43	5	9	118	127	92.9
	Total	2	11	70	124	105	24	24	336	360	93.3
18-19 years	4-5 yrs old - school		3	9	23	8	4	3	47	50	94.0
	4-5 yrs old - no school	1	6	29	31	19	19	1	105	106	99.1
	6-7 yrs old		4	26	48	32	7	12	117	129	90.7
	8-9 yrs old		7	26	43	23	8	3	107	110	97.3
	10 + yrs old		3	5	7	6	3	2	24	26	92.3
	Total	1	23	95	152	88	41	21	400	421	95.0
20-21 years	4-5 yrs old - school		3	10	20	12	1	4	46	50	92.0
	4-5 yrs old - no school		7	39	29	23	14	4	112	116	96.6
	6-7 yrs old		7	30	56	40	6	11	139	150	92.7
	8-9 yrs old		1	4	9	9	4	1	27	28	96.4
	Total		18	83	114	84	25	20	324	344	94.2
22 + years	4-5 yrs old - school		1	15	18	4	2	1	40	41	97.6
	4-5 yrs old - no school	2	6	42	34	28	18	6	130	136	95.6
	6-7 yrs old		1	6	18	8	3		36	36	100.0
	Total	2	8	63	70	40	23	7	206	213	96.7

Table A4.22. Behavior Problems Index - Percentile Scores for Female Children by Maternal Characteristics and Age of Child: Weighted Distribution

MATERNAL EDUCATION	AGE OF CHILD	0-19	20-39	40-59	60-79	80-89	90 +	TOTAL	MEAN	STD DEV
< 12 yrs school	4-5 yrs old - school	6.0	11.4	9.3	35.0	17.0	21.1	100.0	69.1	24.4
	4-5 yrs old - no school	1.7	14.9	17.1	23.2	12.4	30.7	100.0	69.9	24.3
	6-7 yrs old	7.3	11.6	10.6	29.7	19.6	21.3	100.0	68.9	24.5
	8-9 yrs old	9.0	10.7	10.4	21.9	20.3	27.7	100.0	69.9	27.1
	10 + yrs old	6.1	10.0	14.6	25.5	11.5	32.3	100.0	70.9	26.3
	Total	6.0	11.9	12.8	26.1	16.4	26.9	100.0	69.7	25.3
12 yrs school	4-5 yrs old - school	3.1	13.2	14.7	28.4	20.4	20.1	100.0	69.0	23.4
	4-5 yrs old - no school	3.5	10.2	14.3	41.5	10.7	19.7	100.0	68.0	22.0
	6-7 yrs old	6.7	9.8	18.0	26.6	15.5	23.4	100.0	67.9	25.2
	8-9 yrs old	3.1	10.7	16.6	26.7	19.4	23.4	100.0	68.8	24.8
	10 + yrs old	0.6	10.5	9.2	48.9	13.8	17.0	100.0	71.8	19.6
	Total	4.1	10.5	15.4	33.6	15.1	21.3	100.0	68.6	23.5
13 + yrs school	4-5 yrs old - school		5.5	3.5	62.4	25.9	2.7	100.0	73.0	13.9
	4-5 yrs old - no school	5.5	28.9	12.1	26.2	15.1	12.1	100.0	58.7	26.2
	6-7 yrs old	13.9	16.3	21.9	21.6	14.2	12.0	100.0	57.7	25.8
	8-9 yrs old	13.9	14.8	39.6	20.6	2.7	8.3	100.0	50.7	24.5
	10 + yrs old		24.7	8.3	25.8	5.0	36.1	100.0	65.1	27.9
	Total	7.9	19.9	17.2	29.2	14.0	11.8	100.0	59.7	25.4
MATERNAL AGE AT BIRTH OF CHILD										
< 18 years	4-5 yrs old - school	13.9	25.0	12.3	31.9	11.2	5.8	100.0	53.5	25.7
	4-5 yrs old - no school	2.8	8.3	9.6	42.8	6.0	30.5	100.0	74.0	20.6
	6-7 yrs old	5.4	8.2	14.2	28.9	16.2	27.1	100.0	71.0	23.8
	8-9 yrs old	4.4	9.0	16.0	19.1	21.7	29.7	100.0	72.3	24.5
	10 + yrs old	3.5	14.1	11.5	29.4	11.7	29.8	100.0	70.0	25.4
	Total	4.8	11.6	13.1	28.6	14.5	27.4	100.0	70.0	24.8
18-19 years	4-5 yrs old - school	1.5	15.9	12.5	30.7	24.1	15.4	100.0	68.4	22.4
	4-5 yrs old - no school	3.4	12.5	17.4	27.3	13.8	25.6	100.0	68.8	24.6
	6-7 yrs old	4.4	14.5	15.1	31.8	12.3	22.0	100.0	67.2	24.2
	8-9 yrs old	3.0	12.4	16.6	32.9	13.4	21.7	100.0	67.1	24.8
	10 + yrs old	2.1		11.8	61.5	11.7	12.9	100.0	74.9	15.7
	Total	3.3	12.5	15.6	33.3	14.0	21.4	100.0	68.2	23.9
20-21 years	4-5 yrs old - school		2.8	7.4	36.2	21.7	31.9	100.0	79.7	15.8
	4-5 yrs old - no school	1.6	17.8	18.4	28.4	14.9	18.9	100.0	65	23.6
	6-7 yrs old	12.5	11.6	14.1	23.7	17.2	21.0	100.0	64.3	27.7
	8-9 yrs old	24.8	11.9	19.0	9.0	24.8	10.6	100.0	54.3	30.8
	Total	8.5	12.8	15.3	25.2	17.6	20.5	100.0	65.3	26.3
22 + years	4-5 yrs old - school		4.8	13.0	46.2	23.5	12.6	100.0	73.9	16.8
	4-5 yrs old - no school	4.9	15.1	12.1	39.6	10.5	17.7	100.0	65.1	23.6
	6-7 yrs old	2.5	4.1	31.7	19.7	29.3	12.7	100.0	71.4	18.3
	Total	3.8	12.0	14.9	37.9	15.1	16.2	100.0	67.4	22.3

Table A4.23. Behavior Problems Index - Percentile Scores for Female Children by Maternal Characteristics and Age of Child: Sample Cases

MATERNAL EDUCATION	AGE OF CHILD	0-19	20-39	40-59	60-79	80-89	90 +	INVALID	VALID	TOTAL	% VALID
< 12 yrs school	4-5 yrs old - school	1	6	6	13	6	10	4	42	46	91.3
	4-5 yrs old - no school	4	14	17	28	16	32	5	111	116	95.7
	6-7 yrs old	7	16	13	33	20	34	11	123	134	91.8
	8-9 yrs old	4	14	17	21	19	28	3	103	106	97.2
	10 + yrs old	4	8	9	23	8	23	2	75	77	97.4
	Total	20	58	62	118	69	127	25	454	479	94.8
12 yrs school	4-5 yrs old - school	2	12	10	17	14	10	2	65	67	97.0
	4-5 yrs old - no school	7	20	32	67	23	34	13	183	196	93.4
	6-7 yrs old	11	23	28	50	30	34	12	176	188	93.6
	8-9 yrs old	4	10	16	27	19	26	2	102	104	98.1
	10 + yrs old	1	6	5	22	5	8	2	47	49	95.9
	Total	25	71	91	183	91	112	31	573	604	94.9
13 + yrs school	4-5 yrs old - school		3	2	8	4	1	1	18	19	94.7
	4-5 yrs old - no school	3	15	9	20	8	4	1	59	60	98.3
	6-7 yrs old	3	6	9	15	4	7	5	44	49	89.8
	8-9 yrs old	2	3	6	7	1	2	1	21	22	95.5
	10 + yrs old		3	2	2	1	5		13	13	100.0
	Total	8	30	28	52	18	19	8	155	163	95.1
MATERNAL AGE AT BIRTH OF CHILD											
< 18 years	4-5 yrs old - school	2	7	3	10	4	3	2	29	31	93.5
	4-5 yrs old - no school	1	4	6	10	4	13	1	38	39	97.4
	6-7 yrs old	5	11	11	27	10	24	3	88	91	96.7
	8-9 yrs old	4	13	14	22	21	26	4	100	104	96.2
	10 + yrs old	4	17	14	35	12	34	4	116	120	96.7
	Total	16	52	48	104	51	100	14	371	385	96.4
18-19 years	4-5 yrs old - school	1	9	6	10	8	7	3	41	44	93.2
	4-5 yrs old - no school	5	11	11	23	11	18	2	79	81	97.5
	6-7 yrs old	6	18	16	35	16	27	10	118	128	92.2
	8-9 yrs old	3	11	19	31	14	28	2	106	108	98.1
	10 + yrs old	1		2	13	2	3		21	21	100.0
	Total	16	49	54	112	51	83	17	365	382	95.5
20-21 years	4-5 yrs old - school		2	5	11	8	7	3	33	36	91.7
	4-5 yrs old - no school	4	19	21	33	19	17	9	113	122	92.6
	6-7 yrs old	9	15	17	33	24	22	11	120	131	91.6
	8-9 yrs old	3	3	6	4	4	2		22	22	100.0
	Total	16	39	49	81	55	48	23	288	311	92.6
22 + years	4-5 yrs old - school		3	4	7	4	4		22	22	100.0
	4-5 yrs old - no school	4	15	20	50	13	22	7	124	131	94.7
	6-7 yrs old	1	2	6	5	6	4	4	24	28	85.7
	Total	5	20	30	62	23	30	11	170	181	93.9

Table A4.24. Behavior Problems Index - Percentile Scores for Male Children by Maternal Characteristics and Age of Child: Weighted Distribution

MATERNAL EDUCATION	AGE OF CHILD	0-19	20-39	40-59	60-79	80-89	90 +	TOTAL	MEAN	STD DEV
< 12 yrs school	4-5 yrs old - school	2.9	6.0	17.3	34.3	19.4	20.0	100.0	69.4	22.5
	4-5 yrs old - no school	3.1	11.3	29.2	18.0	9.5	29.0	100.0	66.4	26.3
	6-7 yrs old	9.1	11.4	16.9	17.5	19.6	25.5	100.0	66.9	27.4
	8-9 yrs old	5.2	10.4	15.1	26.5	17.4	25.3	100.0	69.5	25.0
	10 + yrs old	2.5	5.5	24.0	22.0	16.4	29.7	100.0	73.2	22.3
	Total	5.0	9.5	20.7	22.3	16.3	26.3	100.0	68.7	25.4
12 yrs school	4-5 yrs old - school	10.5	14.5	25.2	23.1	17.0	9.6	100.0	58.9	26.4
	4-5 yrs old - no school	7.3	11.1	22.4	19.7	12.7	26.8	100.0	64.3	29.0
	6-7 yrs old	8.4	16.8	10.3	27.1	21.9	15.6	100.0	64.1	26.3
	8-9 yrs old	7.3	14.2	17.8	24.8	13.3	22.5	100.0	64.5	27.1
	10 + yrs old	5.9	9.8	14.9	27.7	21.7	20.0	100.0	69.9	25.5
	Total	7.9	13.6	17.7	23.9	16.9	19.9	100.0	64.1	27.4
13 + yrs school	4-5 yrs old - school	3.5	30.6	24.7	28.7	9.0	3.5	100.0	51.4	21.5
	4-5 yrs old - no school	3.3	21.8	23.7	12.3	16.6	22.3	100.0	61.8	29.0
	6-7 yrs old	11.7	8.4	32.0	16.5	14.9	16.5	100.0	59.7	25.2
	8-9 yrs old	3.2	17.6	19.1	20.9	7.6	31.6	100.0	66.6	25.2
	10 + yrs old		5.8	24.8	24.7	35.4	9.3	100.0	73.1	16.1
	Total	5.7	17.7	26.0	19.0	14.7	17.0	100.0	60.4	25.8
MATERNAL AGE AT BIRTH OF CHILD										
< 18 years	4-5 yrs old - school	5.0	8.4	24.6	28.7	12.6	20.7	100.0	64.1	24.6
	4-5 yrs old - no school	22.3	7.6	20.1	9.6	11.4	29.0	100.0	55.4	36.3
	6-7 yrs old	7.2	18.5	14.5	19.5	20.6	19.7	100.0	64.2	26.3
	8-9 yrs old	4.2	10.8	16.0	29.1	17.5	22.3	100.0	68.4	24.8
	10 + yrs old	1.1	7.6	20.9	26.8	23.4	20.1	100.0	73.0	19.8
	Total	5.1	10.5	18.7	24.8	19.5	21.4	100.0	68.0	25.0
18-19 years	4-5 yrs old - school	10.1	8.6	20.0	27.9	22.4	11.0	100.0	62.6	27.4
	4-5 yrs old - no school	5.8	6.5	21.2	19.6	11.0	35.9	100.0	70.5	27.5
	6-7 yrs old	7.4	16.0	12.2	21.4	25.1	17.9	100.0	66.1	27.0
	8-9 yrs old	8.1	14.9	17.6	22.9	14.0	22.5	100.0	64.2	27.1
	10 + yrs old	13.0	6.6	17.6	16.1	12.9	33.9	100.0	66.9	32.3
	Total	7.9	11.8	17.2	21.7	17.2	24.1	100.0	66.3	27.8
20-21 years	4-5 yrs old - school	3.6	17.1	19.1	31.0	15.1	14.0	100.0	64.4	23.8
	4-5 yrs old - no school	4.5	12.8	27.9	18.5	13.6	22.7	100.0	63.7	27.1
	6-7 yrs old	11.5	13.7	13.8	23.4	18.3	19.3	100.0	63.3	27.2
	8-9 yrs old	1.7	10.8	14.2	17.8	12.5	43.1	100.0	74.9	24.0
	Total	7.5	13.6	18.8	22.5	16.0	21.5	100.0	64.5	26.7
22 + years	4-5 yrs old - school	9.0	21.6	26.5	23.1	14.1	5.7	100.0	53.5	24.1
	4-5 yrs old - no school	3.9	18.0	24.5	18.1	12.4	23.0	100.0	62.1	27.7
	6-7 yrs old	6.1	5.1	30.8	29.2	14.5	14.3	100.0	62.9	22.2
	Total	5.6	16.5	26.1	21.4	13.2	17.2	100.0	60.1	26.2

Table A4.25. Behavior Problems Index - Percentile Scores for Male Children by Maternal Characteristics and Age of Child: Weighted Distribution

MATERNAL EDUCATION	AGE OF CHILD	0-19	20-39	40-59	60-79	80-89	90 +	INVALID	VALID	TOTAL	% VALID
< 12 yrs school	4-5 yrs old - school	3	5	5	15	10	8	3	46	49	93.9
	4-5 yrs old - no school	7	12	35	26	14	36	6	130	136	95.6
	6-7 yrs old	11	19	21	26	20	32	9	129	138	93.5
	8-9 yrs old	6	8	15	22	12	26	8	89	97	91.8
	10 + yrs old	4	6	13	13	13	20	4	69	73	94.5
	Total	31	50	89	102	69	122	30	463	493	93.9
12 yrs school	4-5 yrs old - school	6	13	13	19	13	12	5	76	81	93.8
	4-5 yrs old - no school	14	20	45	45	24	47	6	195	201	97.0
	6-7 yrs old	8	27	22	51	37	44	15	189	204	92.6
	8-9 yrs old	6	11	21	27	9	28	2	102	104	98.1
	10 + yrs old	2	5	10	17	13	9	5	56	61	91.8
	Total	36	76	111	159	96	140	33	618	651	94.9
13 + yrs school	4-5 yrs old - school	2	7	8	10	3	2	1	32	33	97.0
	4-5 yrs old - no school	3	12	13	6	8	8		50	50	100.0
	6-7 yrs old	6	4	13	11	7	6	4	47	51	92.2
	8-9 yrs old	1	3	6	8	3	7	2	28	30	93.3
	10 + yrs old		1	2	5	5	2	1	15	16	93.8
	Total	12	27	42	40	26	25	8	172	180	95.6
MATERNAL AGE AT BIRTH OF CHILD											
< 18 years	4-5 yrs old - school	2	3	4	6	4	5	1	24	25	96.0
	4-5 yrs old - no school	2	3	6	6	5	10	1	32	33	97.0
	6-7 yrs old	5	12	14	16	12	15	5	74	79	93.7
	8-9 yrs old	5	7	15	21	14	26	8	88	96	91.7
	10 + yrs old	3	10	21	31	28	25	9	118	127	92.9
	Total	17	35	60	80	63	81	24	336	360	93.3
18-19 years	4-5 yrs old - school	4	5	6	13	12	7	3	47	50	94.0
	4-5 yrs old - no school	7	9	27	23	10	29	1	105	106	99.1
	6-7 yrs old	6	18	17	27	24	25	12	117	129	90.7
	8-9 yrs old	7	13	24	28	9	26	3	107	110	97.3
	10 + yrs old	3	2	5	4	4	6	2	24	26	92.3
	Total	27	47	79	95	59	93	21	400	421	95.0
20-21 years	4-5 yrs old - school	3	8	6	15	7	7	4	46	50	92.0
	4-5 yrs old - no school	7	15	31	21	14	24	4	112	116	96.6
	6-7 yrs old	12	19	16	36	24	32	11	139	150	92.7
	8-9 yrs old	1	2	3	8	2	11	1	27	28	96.4
	Total	23	44	56	80	47	74	20	324	344	94.2
22 + years	4-5 yrs old - school	3	9	10	10	4	4	1	40	41	97.6
	4-5 yrs old - no school	8	18	31	27	17	29	6	130	136	95.6
	6-7 yrs old	2	1	9	10	4	10		36	36	100.0
	Total	13	28	50	47	25	43	7	206	213	96.7

Table A4.26. Behavior Problems Index - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

MATERNAL EDUCATION	AGE OF CHILD	0-4	5-9	10-14	15-19	20 +	INVALID	VALID	TOTAL	% VALID
< 12 yrs school	4-5 yrs old - school	13	23	31	13	8	7	88	95	92.6
	4-5 yrs old - no school	32	67	71	46	25	11	241	252	95.6
	6-7 yrs old	49	61	69	56	19	18	254	272	93.4
	8-9 yrs old	35	48	55	28	26	11	192	203	94.6
	10 + yrs old	28	39	29	29	19	6	144	150	96.0
	Total	157	238	255	172	97	53	919	972	94.5
12 yrs school	4-5 yrs old - school	26	47	39	19	10	7	141	148	95.3
	4-5 yrs old - no school	48	114	127	67	22	19	378	397	95.2
	6-7 yrs old	67	105	110	65	29	16	376	392	95.9
	8-9 yrs old	38	57	54	38	17	4	204	208	98.1
	10 + yrs old	17	41	22	13	11	6	104	110	94.5
	Total	196	364	352	202	89	52	1203	1255	95.9
13 + yrs school	4-5 yrs old - school	12	21	13	4		2	50	52	96.2
	4-5 yrs old - no school	28	36	29	14	2	1	109	110	99.1
	6-7 yrs old	17	31	31	11	3	7	93	100	93.0
	8-9 yrs old	11	17	12	6	3	3	49	52	94.2
	10 + yrs old	4	8	7	8	1	1	28	29	96.6
	Total	72	113	92	43	9	14	329	343	95.9
MATERNAL AGE AT BIRTH OF CHILD										
< 18 years	4-5 yrs old - school	13	17	11	8	4	3	53	56	94.6
	4-5 yrs old - no school	7	18	18	24	3	2	70	72	97.2
	6-7 yrs old	31	45	46	32	11	5	165	170	97.1
	8-9 yrs old	31	52	53	32	20	12	188	200	94.0
	10 + yrs old	43	73	48	47	24	12	235	247	95.1
	Total	125	205	176	143	62	34	711	745	95.4
18-19 years	4-5 yrs old - school	16	25	30	11	6	6	88	94	93.6
	4-5 yrs old - no school	28	49	55	35	17	3	184	187	98.4
	6-7 yrs old	45	68	65	43	21	15	242	257	94.2
	8-9 yrs old	41	59	58	32	23	5	213	218	97.7
	10 + yrs old	6	17	11	3	8	2	45	47	95.7
	Total	136	218	219	124	75	31	772	803	96.1
20-21 years	4-5 yrs old - school	11	24	27	12	5	7	79	86	91.9
	4-5 yrs old - no school	37	73	71	30	14	13	225	238	94.5
	6-7 yrs old	50	65	84	49	14	19	262	281	93.2
	8-9 yrs old	12	13	11	8	5	1	49	50	98.0
	Total	110	175	193	99	38	40	615	655	93.9
22 + years	4-5 yrs old - school	12	25	15	7	3	1	62	63	98.4
	4-5 yrs old - no school	37	79	84	39	15	13	254	267	95.1
	6-7 yrs old	8	20	19	10	5	2	62	64	96.9
	Total	57	124	118	56	23	16	378	394	95.9

Table A5.1. Body Parts - Standard Scores (Internal Norms) by Age and Race/Ethnicity of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	1 year	14.1	31.1	42.1	12.6	100.0	100.0	15.0
	2 years	11.6	31.6	45.3	11.5	100.0	100.0	15.0
	Total	12.8	31.4	43.7	12.1	100.0	100.0	15.0
RACE OF CHILD	AGE OF CHILD							
Hispanic	1 year	15.7	41.1	34.9	8.3	100.0	97.5	15.6
	2 years	39.3	39.4	17.6	3.6	100.0	86.2	20.8
	Total	29.1	40.2	25.1	5.6	100.0	91.1	19.6
Black	1 year	20.6	32.2	35.8	11.3	100.0	97.8	16.1
	2 years	19.9	47.4	25.6	7.2	100.0	93.1	17.7
	Total	20.2	40.6	30.2	9.0	100.0	95.2	17.2
White	1 year	12.7	30.0	44.0	13.3	100.0	100.7	14.7
	2 years	6.5	26.9	53.1	13.5	100.0	103.2	11.7
	Total	9.6	28.5	48.6	13.4	100.0	102.0	13.3

Table A5.2. Body Parts - Standard Scores (Internal Norms) by Age and Race/Ethnicity of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	1 year	78	156	173	55	161	462	623	74.2
	2 years	103	200	196	43	41	542	583	93.0
	Total	181	356	369	98	202	1004	1206	83.3
RACE OF CHILD	AGE OF CHILD								
Hispanic	1 year	15	31	24	6	35	76	111	68.5
	2 years	42	41	16	3	9	102	111	91.9
	Total	57	72	40	9	44	178	222	80.2
Black	1 year	25	43	41	15	43	124	167	74.3
	2 years	33	74	42	10	13	159	172	92.4
	Total	58	117	83	25	56	283	339	83.5
White	1 year	38	82	108	34	83	262	345	75.9
	2 years	28	85	138	30	19	281	300	93.7
	Total	66	167	246	64	102	543	645	84.2

Table A5.3. Body Parts - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0	1-3	4-6	7-9	10	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	1 year	91	111	120	130	10	161	462	623	74.2
	2 years	7	16	60	363	96	41	542	583	93.0
	Total	98	127	180	493	106	202	1004	1206	83.3
RACE OF CHILD	AGE OF CHILD									
Hispanic	1 year	19	18	21	18		35	76	111	68.5
	2 years	4	5	28	57	8	9	102	111	91.9
	Total	23	23	49	75	8	44	178	222	80.2
Black	1 year	26	32	32	33	1	43	124	167	74.3
	2 years	2	8	17	109	23	13	159	172	92.4
	Total	28	40	49	142	24	56	283	339	83.5
White	1 year	46	61	67	79	9	83	262	345	75.9
	2 years	1	3	15	197	65	19	281	300	93.7
	Total	47	64	82	276	74	102	543	645	84.2

Table A5.4. Body Parts - Standard Scores (Internal Norms) by Maternal Characteristics and Age of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD							
< 12 yrs school	1 year	21.3	32.4	37.6	8.7	100.0	96.6	14.5
	2 years	22.1	32.7	39.4	5.8	100.0	94.3	18.7
	Total	21.7	32.5	38.5	7.3	100.0	95.5	16.7
12 yrs school	1 year	15.5	31.7	41.5	11.3	100.0	99.3	15.2
	2 years	8.8	32.5	49.2	9.5	100.0	100.8	12.9
	Total	11.7	32.2	45.9	10.3	100.0	100.2	14.0
13 + yrs school	1 year	7.8	29.0	46.2	17.1	100.0	103.2	14.4
	2 years	10.4	27.7	41.1	20.9	100.0	102.6	15.3
	Total	8.9	28.4	44.0	18.7	100.0	103.0	14.8
MATERNAL AGE AT BIRTH OF CHILD								
< 20 years old	1 year	13.0	25.8	52.9	8.3	100.0	100.0	15.2
	2 years	14.4	38.6	37.2	9.7	100.0	98.1	16.3
	Total	14.2	36.6	39.7	9.5	100.0	98.4	16.1
20-24 years	1 year	19.0	30.3	43.4	7.3	100.0	97.9	15.0
	2 years	13.6	28.5	46.6	11.2	100.0	99.7	15.2
	Total	16.1	29.3	45.1	9.5	100.0	98.9	15.1
25-29 years	1 year	7.7	32.6	39.8	20.0	100.0	102.9	14.5
	2 years	5.5	36.0	45.5	13.0	100.0	101.6	13.7
	Total	6.8	33.9	42.1	17.2	100.0	102.3	14.2

Table A5.5. Body Parts - Standard Scores (Internal Norms) by Maternal Characteristics and Age of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	1 year	27	40	39	11	38	117	155	75.5
	2 years	41	51	38	4	19	134	153	87.6
	Total	68	91	77	15	57	251	308	81.5
12 yrs school	1 year	38	77	80	21	93	216	309	69.9
	2 years	42	109	110	21	17	282	299	94.3
	Total	80	186	190	42	110	498	608	81.9
13 + yrs school	1 year	12	37	54	23	30	126	156	80.8
	2 years	18	38	47	17	5	120	125	96.0
	Total	30	75	101	40	35	246	281	87.5
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	1 year	2	6	6	1	2	15	17	88.2
	2 years	14	34	23	4	9	75	84	89.3
	Total	16	40	29	5	11	90	101	89.1
20-24 years	1 year	57	97	109	25	115	288	403	71.5
	2 years	77	126	122	26	25	351	376	93.4
	Total	134	223	231	51	140	639	779	82.0
25-29 years	1 year	19	53	58	29	44	159	203	78.3
	2 years	12	40	51	13	7	116	123	94.3
	Total	31	93	109	42	51	275	326	84.4

Table A5.6. Body Parts - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0	1-3	4-6	7-9	10	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	1 year	27	28	33	27	2	38	117	155	75.5
	2 years	3	3	23	93	12	19	134	153	87.6
	Total	30	31	56	120	14	57	251	308	81.5
12 yrs school	1 year	41	58	55	57	5	93	216	309	69.9
	2 years	1	8	29	193	51	17	282	299	94.3
	Total	42	66	84	250	56	110	498	608	81.9
13 + yrs school	1 year	21	24	32	46	3	30	126	156	80.8
	2 years	2	5	8	74	31	5	120	125	96.0
	Total	23	29	40	120	34	35	246	281	87.5
MATERNAL AGE AT BIRTH OF CHILD										
< 20 years old	1 year	1	3	4	6	1	2	15	17	88.2
	2 years	2	1	6	54	12	9	75	84	89.3
	Total	3	4	10	60	13	11	90	101	89.1
20-24 years	1 year	55	78	78	75	2	115	288	403	71.5
	2 years	3	13	45	233	57	25	351	376	93.4
	Total	58	91	123	308	59	140	639	779	82.0
25-29 years	1 year	35	30	38	49	7	44	159	203	78.3
	2 years	2	2	9	76	27	7	116	123	94.3
	Total	37	32	47	125	34	51	275	326	84.4

Table A5.7. Body Parts - Scoring Procedure used in Calculating Standard Score by Race/Ethnicity of Child and Maternal Education

RACE OF CHILD	MATERNAL EDUCATION	PROGRAMMED SCORE	EDITED SCORE	INVALID SCORE	TOTAL SAMPLE SIZE	TOTAL PERCENT
Hispanic	< 12 yrs school	29.8	48.9	21.3	94	100.0
	12 yrs school	26.7	51.1	22.2	90	100.0
	13 + yrs school	40.5	48.6	10.8	37	100.0
	Total	30.6	49.5	19.8	222	100.0
Black	< 12 yrs school	43.2	38.3	18.5	81	100.0
	12 yrs school	37.7	44.9	17.4	167	100.0
	13 + yrs school	44.8	41.4	13.8	87	100.0
	Total	40.7	42.8	16.5	339	100.0
White	< 12 yrs school	35.3	48.1	16.5	133	100.0
	12 yrs school	49.9	32.8	17.4	351	100.0
	13 + yrs school	50.3	37.6	12.1	157	100.0
	Total	47.0	37.2	15.8	645	100.0
Total		42.2	41.0	16.7	1206	100.0

Table A6.1. Memory for Location - Standard Scores (Internal Norms) by Age and Race/Ethnicity of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	Under age 2	18.6	33.6	30.5	17.4	100.0	100.0	15.0
	2 years old	11.4	25.1	57.2	6.3	100.0	100.0	15.0
	3 years old	8.0	19.1	72.9		100.0	100.0	15.0
	Total	13.3	26.8	50.8	9.0	100.0	100.0	15.0
RACE OF CHILD	AGE OF CHILD							
Hispanic	Under age 2	14.8	43.3	30.8	11.1	100.0	99.2	14.1
	2 years old	5.5	28.5	55.1	10.8	100.0	102.0	13.5
	3 years old	9.4	14.7	75.8		100.0	100.2	15.9
	Total	10.0	28.8	53.9	7.2	100.0	100.4	14.6
Black	Under age 2	28.8	37.0	20.9	13.4	100.0	95.2	15.4
	2 years old	18.4	28.3	48.7	4.6	100.0	95.3	17.3
	3 years old	11.0	28.0	61.0		100.0	96.1	19.3
	Total	19.3	31.2	43.6	6.0	100.0	95.5	17.5
White	Under age 2	17.0	32.2	32.2	18.6	100.0	100.9	14.8
	2 years old	10.6	24.0	59.2	6.2	100.0	100.8	14.4
	3 years old	6.9	17.0	76.2		100.0	101.2	13.1
	Total	12.3	25.6	52.2	9.9	100.0	101.0	14.2

Table A6.2. Memory for Location - Standard Scores (Internal Norms) by Age and Race/Ethnicity of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	Under age 2	120	218	184	107	204	629	833	75.5
	2 years old	54	124	274	32	99	484	583	83.0
	3 years old	47	107	375		65	529	594	89.1
	Total	221	449	833	139	368	1642	2010	81.7
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under age 2	14	42	28	11	50	95	145	65.5
	2 years old	5	26	47	10	23	88	111	79.3
	3 years old	9	16	79		17	104	121	86.0
	Total	28	84	154	21	90	287	377	76.1
Black	Under age 2	47	60	35	22	62	164	226	72.6
	2 years old	23	36	67	6	40	132	172	76.7
	3 years old	16	44	108		16	168	184	91.3
	Total	86	140	210	28	118	464	582	79.7
White	Under age 2	59	116	121	74	92	370	462	80.1
	2 years old	26	62	160	16	36	264	300	88.0
	3 years old	22	47	188		32	257	289	88.9
	Total	107	225	469	90	160	891	1051	84.8

Table A6.3. Memory for Location - Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		0	1-3	4-6	7-9	10	TOTAL	MEAN	STD DEV
AGE OF CHILD									
	Under age 2	11.9	29.7	22.1	26.9	9.4	100.0	4.8	3.1
	2 years old	7.0	0.2	12.8	48.3	31.6	100.0	7.7	2.6
	3 years old	6.2			31.2	62.6	100.0	8.8	2.5
	Total	8.6	11.4	12.2	34.6	33.1	100.0	6.9	3.3
RACE OF CHILD	AGE OF CHILD								
Hispanic	Under age 2	9.5	33.7	23.2	27.4	6.3	100.0	4.6	2.9
	2 years old	4.5		10.2	45.5	39.8	100.0	8.1	2.4
	3 years old	4.8			24.0	71.2	100.0	9.0	2.2
	Total	6.3	11.1	10.8	31.7	40.1	100.0	7.3	3.1
Black	Under age 2	18.3	37.2	18.9	18.3	7.3	100.0	3.9	3.1
	2 years old	10.6	0.8	16.7	47.0	25.0	100.0	7.0	3.0
	3 years old	7.7			36.3	56.0	100.0	8.5	2.7
	Total	12.3	13.4	11.4	33.0	30.0	100.0	6.5	3.5
White	Under age 2	9.7	25.4	23.2	30.5	11.1	100.0	5.2	3.1
	2 years old	6.1		11.7	50.0	32.2	100.0	7.8	2.5
	3 years old	5.8			30.7	63.4	100.0	8.8	2.4
	Total	7.5	10.5	13.1	36.4	32.4	100.0	7.0	3.2

Table A6.4. Memory for Location - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0	1-3	4-6	7-9	10	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	Under age 2	75	187	139	169	59	204	629	833	75.5
	2 years old	34	1	62	234	153	99	484	583	83.0
	3 years old	33			165	331	65	529	594	89.1
	Total	142	188	201	568	543	368	1642	2010	81.7
RACE OF CHILD	AGE OF CHILD									
Hispanic	Under age 2	9	32	22	26	6	50	95	145	65.5
	2 years old	4		9	40	35	23	88	111	79.3
	3 years old	5			25	74	17	104	121	86.0
	Total	18	32	31	91	115	90	287	377	76.1
Black	Under age 2	30	61	31	30	12	62	164	226	72.6
	2 years old	14	1	22	62	33	40	132	172	76.7
	3 years old	13			61	94	16	168	184	91.3
	Total	57	62	53	153	139	118	464	582	79.7
White	Under age 2	36	94	86	113	41	92	370	462	80.1
	2 years old	16		31	132	85	36	264	300	88.0
	3 years old	15			79	163	32	257	289	88.9
	Total	67	94	117	324	289	160	891	1051	84.8

Table A6.5. Memory for Location - Standard Scores (Internal Norms) by Maternal Characteristics and Age of Child: Weighted Distribution

		< 85	85-99	100-114	115 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD							
< 12 yrs school	Under age 2	20.6	42.0	23.6	13.8	100.0	97.7	13.8
	2 years old	13.5	21.3	58.5	6.8	100.0	99.5	15.5
	3 years old	8.9	26.4	64.7		100.0	98 4	15.8
	Total	14.3	30.3	48.6	6.8	100.0	98.5	15.0
12 yrs school	Under age 2	20.6	29.7	31.1	18.6	100.0	99.9	15.5
	2 years old	11.8	28.9	52.9	6.5	100.0	99.5	15.5
	3 years old	8.0	16.2	75.8		100.0	100.5	15.0
	Total	14.1	25.5	51.1	9.3	100.0	99.9	15.3
13 + yrs school	Under age 2	14.0	35.9	33.1	16.9	100.0	101.2	14.6
	2 years old	9.2	18.8	66.2	5.8	100.0	101.5	13.2
	3 years old	6.3	16.8	76.9		100.0	101.3	13.2
	Total	11.0	27.0	52.0	10.0	100.0	101.3	13.9
MATERNAL AGE AT BIRTH OF CHILD								
< 20 years old	Under age 2	11.7	42.6	36.2	9.5	100.0	99.2	11.9
	2 years old	6.4	21.7	70.5	1.4	100.0	101.6	13.4
	3 years old	7.1	20.5	72.4		100.0	100.1	14.7
	Total	7.2	22.2	69.7	1.0	100.0	100.5	14.2
20-24 years	Under age 2	16.5	35.0	30.1	18.4	100.0	100.8	14.8
	2 years old	12.6	24.4	55.4	7.5	100.0	100.0	14.4
	3 years old	7.7	19.9	72.3		100.0	99.9	15.4
	Total	12.5	26.9	51.4	9.2	100.0	100.3	14.9
25-29 years	Under age 2	21.6	31.3	30.8	16.3	100.0	99.0	15.4
	2 years old	10.7	27.9	55.7	5.6	100.0	99.3	16.9
	3 years old	12.2	8.8	79.0		100.0	100.6	12.3
	Total	17.7	28.3	42.1	11.8	100.0	99.2	15.6

Table A6.6. Memory for Location - Standard Scores (Internal Norms) by Maternal Characteristics and Age of Child: Sample Cases

		< 85	85-99	100-114	115 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	Under age 2	34	57	29	22	62	142	204	69.6
	2 years old	13	27	73	10	30	123	153	80.4
	3 years old	14	39	95		22	148	170	87.1
	Total	61	123	197	32	114	413	527	78.4
12 yrs school	Under age 2	59	96	101	58	97	314	411	76.4
	2 years old	29	75	132	15	48	251	299	83.9
	3 years old	25	47	198		33	270	303	89.1
	Total	113	218	431	73	178	835	1013	82.4
13 + yrs school	Under age 2	26	65	54	26	43	171	214	79.9
	2 years old	12	21	66	7	19	106	125	84.8
	3 years old	6	18	79		10	103	113	91.2
	Total	44	104	199	33	72	380	452	84.1
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	Under age 2	2	7	4	1	3	14	17	82.4
	2 years old	6	18	45	1	14	70	84	83.3
	3 years old	13	27	97		13	137	150	91.3
	Total	21	52	146	2	30	221	251	88.0
20-24 years	Under age 2	70	134	113	70	135	387	522	74.1
	2 years old	36	79	172	22	67	309	376	82.2
	3 years old	29	73	249		47	351	398	88.2
	Total	135	286	534	92	249	1047	1296	80.8
25-29 years	Under age 2	48	77	67	36	66	228	294	77.6
	2 years old	12	27	57	9	18	105	123	85.4
	3 years old	5	7	29		5	41	46	89.1
	Total	65	111	153	45	89	374	463	80.8

Table A6.7. Memory for Location - Raw Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		0	1-3	4-6	7-9	10	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	Under age 2	15.5	31.0	23.2	20.4	9.9	100.0	4.4	3.2
	2 years old	7.3		12.2	47.2	33.3	100.0	7.8	2.7
	3 years old	7.4			35.8	56.8	100.0	8.6	2.6
	Total	10.2	10.7	11.6	33.9	33.7	100.0	6.9	3.4
12 yrs school	Under age 2	10.5	29.0	21.7	28.3	10.5	100.0	4.9	3.2
	2 years old	7.6		14.3	47.0	31.1	100.0	7.6	2.7
	3 years old	6.3			28.1	65.6	100.0	8.8	2.5
	Total	8.3	10.9	12.5	33.9	34.5	100.0	7.0	3.3
13 + yrs school	Under age 2	11.1	30.4	22.2	29.2	7.0	100.0	4.8	3.0
	2 years old	5.7	0.9	10.4	52.8	30.2	100.0	7.7	2.5
	3 years old	3.9			29.1	67.0	100.0	9.1	2.1
	Total	7.6	13.9	12.9	35.8	29.7	100.0	6.8	3.2
MATERNAL AGE AT BIRTH OF CHILD									
< 20 years old	Under age 2		28.6	42.9	21.4	7.1	100.0	5.1	2.6
	2 years old	7.1		11.4	54.3	27.1	100.0	7.7	2.6
	3 years old	7.3			28.5	64.2	100.0	8.7	2.6
	Total	6.8	1.8	6.3	36.2	48.9	100.0	8.2	2.8
20-24 years	Under age 2	10.3	29.5	21.2	29.2	9.8	100.0	4.9	3.1
	2 years old	6.5	0.3	13.6	47.6	32.0	100.0	7.7	2.6
	3 years old	5.7			31.1	63.2	100.0	8.8	2.4
	Total	7.6	11.0	11.8	35.2	34.3	100.0	7.1	3.2
25-29 years	Under age 2	15.4	30.3	22.4	23.2	8.8	100.0	4.5	3.2
	2 years old	8.6		11.4	46.7	33.3	100.0	7.6	2.8
	3 years old	7.3			41.5	51.2	100.0	8.5	2.6
	Total	12.6	18.4	16.8	31.8	20.3	100.0	5.8	3.5

Table A6.8. Memory for Location - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0	1-3	4-6	7-9	10	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	Under age 2	22	44	33	29	14	62	142	204	69.6
	2 years old	9		15	58	41	30	123	153	80.4
	3 years old	11			53	84	22	148	170	87.1
	Total	42	44	48	140	139	114	413	527	78.4
12 yrs school	Under age 2	33	91	68	89	33	97	314	411	76.4
	2 years old	19		36	118	78	48	251	299	83.9
	3 years old	17			76	177	33	270	303	89.1
	Total	69	91	104	283	288	178	835	1013	82.4
13 + yrs school	Under age 2	19	52	38	50	12	43	171	214	79.9
	2 years old	6	1	11	56	32	19	106	125	84.8
	3 years old	4			30	69	10	103	113	91.2
	Total	29	53	49	136	113	72	380	452	84.1
MATERNAL AGE AT BIRTH OF CHILD										
< 20 years old	Under age 2		4	6	3	1	3	14	17	82.4
	2 years old	5		8	38	19	14	70	84	83.3
	3 years old	10			39	88	13	137	150	91.3
	Total	15	4	14	80	108	30	221	251	88.0
20-24 years	Under age 2	40	114	82	113	38	135	387	522	74.1
	2 years old	20	1	42	147	99	67	309	376	82.2
	3 years old	20			109	222	47	351	398	88.2
	Total	80	115	124	369	359	249	1047	1296	80.8
25-29 years	Under age 2	35	69	51	53	20	66	228	294	77.6
	2 years old	9		12	49	35	18	105	123	85.4
	3 years old	3			17	21	5	41	46	89.1
	Total	47	69	63	119	76	89	374	463	80.8

Table A7.1. Verbal Memory Parts A & B (Words & Sentences) - Standard Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	3 years	0.2	20.6	30.1	35.7	10.9	2.5	100.0	98.7	15.2
	4 years	7.2	16.2	35.0	35.5	6.0		100.0	94.3	15.2
	5 years	12.9	13.2	31.0	37.5	5.4		100.0	92.6	18.2
	6 years	9.6	11.3	33.4	36.4	9.4		100.0	94.9	16.9
	Total	7.1	15.7	32.4	36.2	7.9	0.7	100.0	95.2	16.4
RACE OF CHILD	AGE OF CHILD									
Hispanic	3 years	1.9	20.3	36.0	34.3	6.6	0.8	100.0	95.0	13.7
	4 years	5.2	31.0	31.5	29.1	3.2		100.0	90.7	14.7
	5 years	22.3	25.9	28.1	21.9	1.8		100.0	84.2	19.6
	6 years	14.2	15.5	31.8	32.9	5.6		100.0	90.0	19.5
	Total	9.9	24.0	32.0	29.6	4.3	0.2	100.0	90.2	17.1
Black	3 years		22.4	33.4	35.1	7.8	1.4	100.0	96.9	14.1
	4 years	4.1	12.3	46.7	33.5	3.4		100.0	94.7	12.6
	5 years	14.0	11.6	33.9	36.4	4.1		100.0	92.1	17.4
	6 years	6.1	18.1	36.0	36.0	3.7		100.0	93.4	15.4
	Total	5.7	16.3	37.5	35.2	4.9	0.4	100.0	94.4	15.0
White	3 years	0.1	20.1	28.4	36.0	12.4	3.1	100.0	99.6	15.6
	4 years	8.2	15.2	32.6	36.9	7.0		100.0	94.7	15.7
	5 years	11.5	12.1	30.4	39.7	6.2		100.0	93.8	18.0
	6 years	10.2	8.5	32.7	36.9	11.7		100.0	96.0	16.9
	Total	7.2	14.4	31.0	37.3	9.3	0.8	100.0	96.1	16.6

Table A7.2. Verbal Memory Parts A & B (Words & Sentences) - Standard Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	3 years	3	112	178	185	55	11	50	544	594	91.6
	4 years	36	104	207	187	28		25	562	587	95.7
	5 years	71	70	134	154	23		24	452	476	95.0
	6 years	42	62	144	155	25		17	428	445	96.2
	Total	152	348	663	681	131	11	116	1986	2102	94.5
RACE OF CHILD	AGE OF CHILD										
Hispanic	3 years	1	23	35	36	7	1	18	103	121	85.1
	4 years	6	38	42	33	4		14	123	137	89.8
	5 years	21	21	20	16	2		11	80	91	87.9
	6 years	11	13	25	23	3		8	75	83	90.4
	Total	39	95	122	108	16	1	51	381	432	88.2
Black	3 years		37	57	61	17	2	10	174	184	94.6
	4 years	7	20	74	56	6		4	163	167	97.6
	5 years	22	21	48	54	7		5	152	157	96.8
	6 years	10	29	56	58	5		3	158	161	98.1
	Total	39	107	235	229	35	2	22	647	669	96.7
White	3 years	2	52	86	88	31	8	22	267	289	92.4
	4 years	23	46	91	98	18		7	276	283	97.5
	5 years	28	28	66	84	14		8	220	228	96.5
	6 years	21	20	63	74	17		6	195	201	97.0
	Total	74	146	306	344	80	8	43	958	1001	95.7

Table A7.3. Verbal Memory Parts A & B (Words & Sentences) - Percentile Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		0	1-19	20-39	40-59	60-79	80-89	90 +	TOTAL	MEAN	STD DEV
AGE OF CHILD											
	3 years		23.1	22.5	16.1	20.7	7.7	9.9	100.0	46.8	29.7
	4 years	2.5	25.9	20.9	20.4	20.1	8.9	1.3	100.0	41.1	27.5
	5 years	7.3	23.6	19.4	17.7	21.9	7.8	2.3	100.0	40.6	29.2
	6 years	4.1	18.8	23.1	17.2	27.5	9.4		100.0	43.9	27.8
	Total	3.2	23.1	21.5	17.9	22.3	8.4	3.6	100.0	43.1	28.7
RACE OF CHILD	AGE OF CHILD										
Hispanic	3 years		28.6	23.9	18.7	19.5	6.1	3.3	100.0	40.2	27.4
	4 years	1.3	39.4	19.3	16.7	18.5	3.0	1.8	100.0	33.8	26.9
	5 years	15.9	35.9	19.1	8.1	18.1	1.9	1.0	100.0	27.4	26.8
	6 years	8.6	24.3	24.5	13.5	23.5	5.6		100.0	36.7	28.5
	Total	5.6	32.8	21.5	14.7	19.7	4.1	1.6	100.0	34.6	27.7
Black	3 years		25.6	22.2	21.6	16.2	8.9	5.4	100.0	43.3	27.8
	4 years	1.2	21.0	27.3	28.1	15.9	6.5		100.0	40.3	24.1
	5 years	6.5	27.5	17.9	17.5	21.4	8.8	0.5	100.0	39.1	28.4
	6 years	2.2	25.9	25.5	13.7	28.9	3.7		100.0	39.5	26.5
	Total	2.3	24.9	23.3	20.5	20.4	7.0	1.6	100.0	40.7	26.8
White	3 years		21.7	22.5	14.1	22.2	7.5	12.1	100.0	48.6	30.3
	4 years	3.0	25.3	19.5	18.9	21.4	10.3	1.6	100.0	42.3	28.3
	5 years	6.5	21.0	19.9	18.9	22.6	8.2	3.0	100.0	42.6	29.3
	6 years	4.1	15.8	22.1	18.8	27.6	11.7		100.0	46.2	27.9
	Total	3.2	21.4	20.9	17.6	23.2	9.4	4.4	100.0	44.9	29.1

Table A7.4. Verbal Memory Parts A & B (Words & Sentences) - Percentile Scores by Age and Race/Ethnicity of Child: Sample Cases

		0	1-19	20-39	40-59	60-79	80-89	90 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD												
	3 years		132	127	96	102	42	45	50	544	594	91.6
	4 years	15	155	129	111	108	38	6	25	562	587	95.7
	5 years	37	127	81	69	95	34	9	24	452	476	95.0
	6 years	20	99	96	73	115	25		17	428	445	96.2
	Total	72	513	433	349	420	139	60	116	1986	2102	94.5
RACE OF CHILD	AGE OF CHILD											
Hispanic	3 years		29	24	17	23	6	4	18	103	121	85.1
	4 years	2	48	26	22	20	2	3	14	123	137	89.8
	5 years	14	30	15	6	12	2	1	11	80	91	87.9
	6 years	7	20	18	11	16	3		8	75	83	90.4
	Total	23	127	83	56	71	13	8	51	381	432	88.2
Black	3 years		44	37	38	27	18	10	10	174	184	94.6
	4 years	2	34	45	44	27	11		4	163	167	97.6
	5 years	11	43	26	25	34	12	1	5	152	157	96.8
	6 years	4	42	39	22	46	5		3	158	161	98.1
	Total	17	163	147	129	134	46	11	22	647	669	96.7
White	3 years		59	66	41	52	18	31	22	267	289	92.4
	4 years	11	73	58	45	61	25	3	7	276	283	97.5
	5 years	12	54	40	38	49	20	7	8	220	228	96.5
	6 years	9	37	39	40	53	17		6	195	201	97.0
	Total	32	223	203	164	215	80	41	43	958	1001	95.7

Table A7.5. Verbal Memory Parts A & B (Words & Sentences) - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-4	5-9	10-14	15-19	20-24	25-29	30	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD												
	3 years	101	121	137	109	56	20		50	544	594	91.6
	4 years	26	58	105	158	141	70	4	25	562	587	95.7
	5 years	6	28	54	91	141	121	11	24	452	476	95.0
	6 years	2	6	15	60	132	188	25	17	428	445	96.2
	Total	135	213	311	418	470	399	40	116	1986	2102	94.5
RACE OF CHILD	AGE OF CHILD											
Hispanic	3 years	22	23	26	20	10	2		18	103	121	85.1
	4 years	5	19	33	33	25	7	1	14	123	137	89.8
	5 years	3	11	13	23	16	13	1	11	80	91	87.9
	6 years		3	4	16	22	27	3	8	75	83	90.4
	Total	30	56	76	92	73	49	5	51	381	432	88.2
Black	3 years	31	38	51	37	10	7		10	174	184	94.6
	4 years	4	13	24	55	50	17		4	163	167	97.6
	5 years	1	10	16	29	51	43	2	5	152	157	96.8
	6 years	1	1	3	24	56	68	5	3	158	161	98.1
	Total	37	62	94	145	167	135	7	22	647	669	96.7
White	3 years	48	60	60	52	36	11		22	267	289	92.4
	4 years	17	26	48	70	66	46	3	7	276	283	97.5
	5 years	2	7	25	39	74	65	8	8	220	228	96.5
	6 years	1	2	8	20	54	93	17	6	195	201	97.0
	Total	68	95	141	181	230	215	28	43	958	1001	95.7

Table A7.6. Verbal Memory Parts A & B (Words & Sentences) - Standard Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	3 years	0.2	28.0	26.6	27.7	10.3	7.2	100.0	98.6	18.0
	4 years	9.1	18.3	40.7	27.1	4.8		100.0	91.8	14.7
	5 years	17.9	14.3	26.7	34.8	6.3		100.0	91.2	20.8
	6 years	12.3	13.0	35.2	32.2	7.3		100.0	92.0	19.0
	Total	10.0	18.4	32.4	30.4	7.1	1.8	100.0	93.3	18.5
12 yrs school	3 years	0.3	19.7	28.8	39.3	10.7	1.3	100.0	98.5	14.4
	4 years	7.8	15.9	31.3	38.3	6.8		100.0	94.7	15.9
	5 years	12.6	13.2	34.3	37.1	2.9		100.0	91.7	17.3
	6 years	10.0	10.0	33.3	37.0	9.7		100.0	95.3	16.5
	Total	7.3	15.1	31.7	38.1	7.6	0.3	100.0	95.2	16.1
13 + yrs school	3 years	0.2	13.9	36.4	35.5	12.8	1.1	100.0	99.8	14.1
	4 years	2.8	13.8	40.5	37.8	5.1		100.0	96.8	12.5
	5 years	5.9	11.5	25.4	44.6	12.6		100.0	98.6	15.3
	6 years	4.3	14.0	30.7	41.8	9.2		100.0	97.3	13.9
	Total	2.9	13.4	34.2	39.2	9.9	0.4	100.0	98.2	14.0
MATERNAL AGE AT BIRTH OF CHILD										
< 18 yrs	3 years		39.8	40.9	19.3			100.0	88.8	9.7
	4 years	4.6	13.3	47.4	24.1	10.5		100.0	94.8	14.1
	5 years	14.5	7.9	35.3	41.6	0.7		100.0	93.5	17.0
	6 years	16.6	14.7	38.1	27.1	3.6		100.0	89.1	18.7
	Total	12.1	12.9	39.6	31.3	4.2		100.0	92.1	16.9
18-19 yrs	3 years	0.9	29.5	29.9	27.1	7.7	4.7	100.0	96.4	17.5
	4 years	9.7	16.9	35.9	33.5	3.9		100.0	92.3	15.2
	5 years	9.4	12.9	31.3	40.6	5.8		100.0	94.5	17.4
	6 years	9.4	13.6	27.0	39.9	10.1		100.0	95.0	17.0
	Total	7.3	18.3	31.2	35.2	6.8	1.2	100.0	94.5	16.8
20-21 yrs	3 years		19.6	32.4	30.2	16.5	1.4	100.0	98.7	15.4
	4 years	9.8	17.2	30.6	41.1	1.3		100.0	93.3	15.6
	5 years	16.0	20.1	30.1	26.3	7.5		100.0	89.3	20.0
	6 years	8.8	9.5	39.9	34.7	7.1		100.0	94.9	16.4
	Total	8.9	16.0	33.7	33.5	7.6	0.3	100.0	94.0	17.2
22-26 yrs	3 years	0.1	17.0	28.8	41.9	10.0	2.2	100.0	99.8	14.1
	4 years	4.8	15.8	35.2	35.1	9.1		100.0	95.9	14.9
	5 years	12.1	8.2	29.3	45.4	5.0		100.0	94.1	16.9
	6 years	5.8	10.0	20.9	44.1	19.2		100.0	99.5	14.5
	Total	4.3	14.5	30.4	40.3	9.8	0.9	100.0	97.5	15.1

Table A7.7. Verbal Memory Parts A & B (Words & Sentences) - Standard Scores by Maternal Characteristics and Age of Child: Sample Cases

MATERNAL EDUCATION	AGE OF CHILD	1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
< 12 yrs school	3 years	1	39	50	43	11	5	21	149	170	87.6
	4 years	12	39	73	34	5		14	163	177	92.1
	5 years	33	27	45	45	7		13	157	170	92.4
	6 years	19	24	45	45	4		6	137	143	95.8
	Total	65	129	213	167	27	5	54	606	660	91.8
12 yrs school	3 years	1	54	87	106	30	3	22	281	303	92.7
	4 years	21	49	96	117	15		10	298	308	96.8
	5 years	34	36	69	81	9		8	229	237	96.6
	6 years	21	31	76	83	13		9	224	233	96.1
	Total	77	170	328	387	67	3	49	1032	1081	95.5
13 + yrs school	3 years	1	15	39	35	13	3	7	106	113	93.8
	4 years	3	14	35	35	8		1	95	96	99.0
	5 years	4	7	17	28	7		3	63	66	95.5
	6 years	2	7	20	25	7		2	61	63	96.8
	Total	10	43	111	123	35	3	13	325	338	96.2
MATERNAL AGE AT BIRTH OF CHILD											
< 18 yrs	3 years		4	5	2				11	11	100.0
	4 years	4	8	20	11	3		1	46	47	97.9
	5 years	15	8	24	28	1		5	76	81	93.8
	6 years	11	16	30	28	1		1	86	87	98.9
	Total	30	36	79	69	5		7	219	226	96.9
18-19 yrs	3 years	2	33	46	36	10	3	9	130	139	93.5
	4 years	8	28	53	41	3		6	133	139	95.7
	5 years	13	22	45	48	6		8	134	142	94.4
	6 years	11	21	37	48	7		8	124	132	93.9
	Total	34	104	181	173	26	3	31	521	552	94.4
20-21 yrs	3 years		28	48	49	22	1	19	148	167	88.6
	4 years	15	26	58	62	5		10	166	176	94.3
	5 years	26	28	39	41	12		2	146	148	98.6
	6 years	16	19	62	54	9		6	160	166	96.4
	Total	57	101	207	206	48	1	37	620	657	94.4
22-26 yrs	3 years	1	47	79	98	23	7	22	255	277	92.1
	4 years	9	42	76	73	17		8	217	225	96.4
	5 years	17	12	26	37	4		9	96	105	91.4
	6 years	4	6	15	25	8		2	58	60	96.7
	Total	31	107	196	233	52	7	41	626	667	93.9

Table A7.8. Verbal Memory Parts A & B (Words & Sentences) - Percentile Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		0	1-19	20-39	40-59	60-79	80-89	90 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	3 years		29.7	22.3	8.9	17.8	9.6	11.7	100.0	45.4	32.3
	4 years	2.4	28.2	28.3	17.9	17.2	6.0		100.0	36.1	25.8
	5 years	8.8	25.5	15.1	15.0	22.7	9.6	3.4	100.0	40.1	31.2
	6 years	7.2	18.6	25.3	15.4	26.2	7.3		100.0	40.3	27.3
	Total	4.6	25.7	22.7	14.4	20.8	8.1	3.7	100.0	40.4	29.4
12 yrs school	3 years		22.0	21.2	19.6	21.6	6.4	9.2	100.0	46.9	29.0
	4 years	3.3	26.3	16.9	19.5	23.0	9.0	1.9	100.0	42.3	28.5
	5 years	8.6	22.3	24.5	18.3	19.7	6.3	0.3	100.0	38.2	27.8
	6 years	3.8	19.4	23.1	17.0	27.1	9.7		100.0	44.2	28.1
	Total	3.7	22.8	21.0	18.8	22.8	7.9	3.1	100.0	43.0	28.6
13 + yrs school	3 years		17.9	25.2	14.2	22.8	9.5	10.5	100.0	49.0	28.6
	4 years		20.8	24.7	26.7	14.3	12.6	1.0	100.0	44.2	25.5
	5 years		23.1	9.9	20.6	29.1	9.9	7.4	100.0	50.0	28.8
	6 years		18.8	19.8	20.1	32.1	9.2		100.0	46.8	27.1
	Total		20.0	20.9	20.2	23.4	10.4	5.1	100.0	47.4	27.6
MATERNAL AGE AT BIRTH OF CHILD											
< 18 yrs	3 years		39.8	34.2	16.0	10.0			100.0	26.8	19.7
	4 years	2.2	21.6	26.4	29.3	4.6	15.9		100.0	40.8	26.4
	5 years	3.2	28.5	18.6	13.4	30.6	5.7		100.0	41.7	29.0
	6 years	7.7	26.4	25.2	21.0	16.1	3.6		100.0	34.5	26.2
	Total	4.4	26.4	23.5	20.2	18.1	7.4		100.0	38.5	27.3
18-19 yrs	3 years		32.5	21.5	17.0	14.8	6.2	8.1	100.0	41.3	30.1
	4 years	2.0	31.7	23.1	19.2	15.3	8.7		100.0	37.2	26.7
	5 years	4.6	23.4	18.9	17.1	22.5	10.5	3.0	100.0	43.0	29.2
	6 years	4.6	21.1	17.4	17.9	28.9	10.1		100.0	44.5	28.1
	Total	2.8	27.3	20.3	17.8	20.1	8.9	2.9	100.0	41.4	28.7
20-21 yrs	3 years		22.8	24.6	14.2	16.7	9.3	12.4	100.0	47.2	30.8
	4 years	4.5	27.0	17.1	17.6	29.1	4.6	0.2	100.0	40.0	27.5
	5 years	11.6	26.4	19.7	14.7	18.5	4.5	4.7	100.0	35.9	30.2
	6 years	3.7	16.7	27.9	15.0	29.5	7.1		100.0	43.5	27.3
	Total	4.9	22.8	22.6	15.4	24.2	6.3	3.7	100.0	41.6	29.1
22-26 yrs	3 years		19.1	21.7	16.5	25.2	7.7	9.7	100.0	49.3	28.7
	4 years	1.6	23.4	21.3	20.9	19.5	10.4	2.9	100.0	43.6	27.9
	5 years	7.1	17.8	20.0	24.2	20.7	10.1		100.0	43.0	27.6
	6 years	1.1	14.7	16.0	18.7	30.3	19.2		100.0	51.9	27.7
	Total	1.8	20.0	20.7	19.5	23.0	10.2	4.8	100.0	46.5	28.3

Table A7.9. Verbal Memory Parts A & B (Words & Sentences) - Percentile Scores by Maternal Characteristics and Age of Child: Sample Cases

MATERNAL EDUCATION	AGE OF CHILD	0	1-19	20-39	40-59	60-79	80-89	90 +	INVALID	VALID	TOTAL	% VALID
< 12 yrs school	3 years		44	38	25	21	11	10	21	149	170	87.6
	4 years	5	56	52	24	19	7		14	163	177	92.1
	5 years	20	45	27	22	30	10	3	13	157	170	92.4
	6 years	10	35	31	24	33	4		6	137	143	95.8
	Total	35	180	148	95	103	32	13	54	606	660	91.8
12 yrs school	3 years		64	62	50	63	19	23	22	281	303	92.7
	4 years	10	76	56	59	73	21	3	10	298	308	96.8
	5 years	17	65	46	35	48	16	2	8	229	237	96.6
	6 years	10	54	50	36	61	13		9	224	233	96.1
	Total	37	259	214	180	245	69	28	49	1032	1081	95.5
13+ yrs school	3 years		20	25	20	18	12	11	7	106	113	93.8
	4 years		21	19	27	15	10	3	1	95	96	99.0
	5 years		14	8	12	17	8	4	3	63	66	95.5
	6 years		10	13	11	20	7		2	61	63	96.8
	Total		65	65	70	70	37	18	13	325	338	96.2
MATERNAL AGE AT BIRTH OF CHILD												
< 18 yrs	3 years		4	4	2	1				11	11	100.0
	4 years	2	12	15	9	4	4		1	46	47	97.9
	5 years	5	26	12	8	20	5		5	76	81	93.8
	6 years	6	25	18	15	21	1		1	86	87	98.9
	Total	13	67	49	34	46	10		7	219	226	96.9
18-19 yrs	3 years		40	33	21	22	6	8	9	130	139	93.5
	4 years	3	41	36	25	20	8		6	133	139	95.7
	5 years	6	35	26	24	31	10	2	8	134	142	94.4
	6 years	4	34	23	19	37	7		8	124	132	93.9
	Total	13	150	118	89	110	31	10	31	521	552	94.4
20-21 yrs	3 years		36	31	28	23	16	14	19	148	167	88.6
	4 years	7	45	31	31	43	8	1	10	166	176	94.3
	5 years	16	42	26	19	27	9	7	2	146	148	98.6
	6 years	8	32	43	28	40	9		6	160	166	96.4
	Total	31	155	131	106	133	42	22	37	620	657	94.4
22-26 yrs	3 years		52	59	45	56	20	23	22	255	277	92.1
	4 years	3	57	47	46	41	18	5	8	217	225	96.4
	5 years	10	24	17	18	17	10		9	96	105	91.4
	6 years	2	8	12	11	17	8		2	58	60	96.7
	Total	15	141	135	120	131	56	28	41	626	667	93.9

Table A7.10. Verbal Memory Parts A & B (Words & Sentences) - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0-4	5-9	10-14	15-19	20-24	25-29	30	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD											
< 12 yrs school	3 years	35	40	31	24	12	7		21	149	170	87.6
	4 years	8	22	36	54	32	11		14	163	177	92.1
	5 years	6	13	23	32	41	38	4	13	157	170	92.4
	6 years	1	5	5	24	41	57	4	6	137	143	95.8
	Total	50	80	95	134	126	113	8	54	606	660	91.8
12 yrs school	3 years	48	54	78	60	32	9		22	281	303	92.7
	4 years	16	29	50	77	76	48	2	10	298	308	96.8
	5 years		13	29	46	78	60	3	8	229	237	96.6
	6 years	1	1	9	31	72	97	13	9	224	233	96.1
	Total	65	97	166	214	258	214	18	49	1032	1081	95.5
13+ yrs school	3 years	14	25	27	24	12	4		7	106	113	93.8
	4 years	2	7	16	27	30	11	2	1	95	96	99.0
	5 years		2	2	10	22	23	4	3	63	66	95.5
	6 years			1	5	17	31	7	2	61	63	96.8
	Total	16	34	46	66	81	69	13	13	325	338	96.2
MATERNAL AGE AT BIRTH OF CHILD												
< 18 yrs	3 years	3	4	1	3					11	11	100.0
	4 years	3	4	9	16	9	5		1	46	47	97.9
	5 years	1	5	9	17	20	23	1	5	76	81	93.8
	6 years	1	1	4	18	25	36	1	1	86	87	98.9
	Total	8	14	23	54	54	64	2	7	219	226	96.9
18-19 yrs	3 years	27	32	32	21	13	5		9	130	139	93.5
	4 years	4	17	24	44	30	14		6	133	139	95.7
	5 years	1	4	10	32	45	39	3	8	134	142	94.4
	6 years	1	1	4	18	37	56	7	8	124	132	93.9
	Total	33	54	70	115	125	114	10	31	521	552	94.4
20-21 yrs	3 years	26	28	42	30	13	9		19	148	167	88.6
	4 years	10	14	34	38	46	23	1	10	166	176	94.3
	5 years	1	14	20	29	40	35	7	2	146	148	98.6
	6 years		4	5	18	56	68	9	6	160	166	96.4
	Total	37	60	101	115	155	135	17	37	620	657	94.4
22-26 yrs	3 years	45	57	62	55	30	6		22	255	277	92.1
	4 years	9	23	38	60	56	28	3	8	217	225	96.4
	5 years	3	5	15	13	36	24		9	96	105	91.4
	6 years			2	6	14	28	8	2	58	60	96.7
	Total	57	85	117	134	136	86	11	41	626	667	93.9

Table A7.11. Verbal Memory Part C (Story) - Standard Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	3 years			60.3	27.3	7.9	4.4	100.0	98.9	13.2
	4 years		25.4	30.6	34.2	9.4	0.4	100.0	95.8	15.0
	5 years	11.2	21.7	31.1	24.1	11.8		100.0	93.7	16.2
	6 years	14.2	19.4	31.5	25.6	9.4		100.0	89.9	17.5
	Total	5.6	16.4	38.9	28.2	9.5	1.3	100.0	94.9	15.7
RACE OF CHILD	AGE OF CHILD									
Hispanic	3 years			62.7	24.3	9.6	3.4	100.0	98.5	13.6
	4 years		23.5	38.2	33.2	5.1		100.0	94.5	14.1
	5 years	18.3	19.3	33.6	20.8	8.1		100.0	90.6	16.8
	6 years	9.6	20.9	39.3	25.6	4.6		100.0	89.5	15.0
	Total	6.0	16.0	43.7	26.6	6.8	0.9	100.0	93.6	15.2
Black	3 years			63.8	22.2	8.4	5.6	100.0	98.4	13.8
	4 years		27.5	37.1	27.9	7.5		100.0	94.1	14.0
	5 years	7.1	21.7	36.8	25.4	9.1		100.0	94.6	14.7
	6 years	11.9	14.8	36.9	28.8	7.6		100.0	91.4	16.9
	Total	4.5	15.4	44.4	25.9	8.1	1.6	100.0	94.8	15.1
White	3 years			59.0	29.2	7.6	4.2	100.0	99.1	12.9
	4 years		25.2	28.1	35.8	10.4	0.5	100.0	96.3	15.3
	5 years	11.6	22.0	29.1	24.2	13.0		100.0	93.8	16.5
	6 years	15.5	20.8	28.7	24.6	10.5		100.0	89.4	18.0
	Total	5.8	16.8	36.8	29.1	10.3	1.3	100.0	95.1	15.9

Table A7.12. Verbal Memory Part C (Story) - Standard Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	3 years			330	132	47	23	62	532	594	89.6
	4 years		136	178	176	47	1	49	538	587	91.7
	5 years	54	95	140	110	49		28	448	476	94.1
	6 years	55	70	155	110	32		23	422	445	94.8
	Total	109	301	803	528	175	24	162	1940	2102	92.3
RACE OF CHILD	AGE OF CHILD										
Hispanic	3 years			60	26	10	4	21	100	121	82.6
	4 years		25	46	36	7		23	114	137	83.2
	5 years	18	14	25	16	6		12	79	91	86.8
	6 years	7	13	33	18	4		8	75	83	90.4
	Total	25	52	164	96	27	4	64	368	432	85.2
Black	3 years			106	42	15	9	12	172	184	93.5
	4 years		42	55	45	13		12	155	167	92.8
	5 years	11	34	53	38	16		5	152	157	96.8
	6 years	20	23	60	43	10		5	156	161	96.9
	Total	31	99	274	168	54	9	34	635	669	94.9
White	3 years			164	64	22	10	29	260	289	90.0
	4 years		69	77	95	27	1	14	269	283	95.1
	5 years	25	47	62	56	27		11	217	228	95.2
	6 years	28	34	62	49	18		10	191	201	95.0
	Total	53	150	365	264	94	11	64	937	1001	93.6

Table A7.13. Verbal Memory Part C (Story) - Percentile Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		0	1-19	20-39	40-59	60-79	80-89	90 +	TOTAL	MEAN	STD DEV
AGE OF CHILD											
	3 years		8.7	51.6	10.1	11.7	10.2	7.7	100.0	44.5	26.1
	4 years		35.5	10.8	20.3	16.4	10.1	6.9	100.0	42.3	30.0
	5 years		32.9	19.7	11.4	23.4	7.0	5.5	100.0	40.0	30.3
	6 years	11.1	32.7	10.1	26.3	10.5	7.6	1.8	100.0	34.8	29.1
	Total	2.4	27.1	23.7	16.8	15.4	8.9	5.7	100.0	40.8	29.1
RACE OF CHILD	AGE OF CHILD										
Hispanic	3 years		10.2	52.5	7.9	11.0	8.0	10.4	100.0	43.5	27.3
	4 years		41.9	10.4	12.9	15.0	17.2	2.7	100.0	39.9	29.5
	5 years		37.6	19.2	14.3	20.8	2.0	6.1	100.0	35.0	29.7
	6 years	7.0	36.8	14.6	29.5	7.4	4.6		100.0	32.0	25.7
	Total	1.5	31.7	24.1	15.4	13.6	8.9	4.9	100.0	38.1	28.5
Black	3 years		12.3	51.6	11.4	9.1	6.2	9.4	100.0	42.8	26.1
	4 years		37.4	14.7	21.0	15.3	6.8	4.8	100.0	38.5	27.9
	5 years		28.7	25.0	11.8	22.1	8.0	4.4	100.0	40.8	28.7
	6 years	9.1	31.6	9.0	27.2	15.4	5.1	2.5	100.0	37.0	28.8
	Total	2.2	27.0	26.0	17.7	15.2	6.5	5.4	100.0	39.9	27.9
White	3 years		7.5	51.5	9.9	12.6	11.7	6.8	100.0	45.1	25.9
	4 years		34.3	9.9	21.1	16.8	10.0	7.9	100.0	43.5	30.4
	5 years		33.7	18.2	10.9	24.0	7.3	5.8	100.0	40.4	30.8
	6 years	12.3	32.5	9.9	25.6	9.2	8.8	1.7	100.0	34.4	29.6
	Total	2.5	26.6	23.0	16.7	15.7	9.6	5.9	100.0	41.4	29.4

Table A7.14. Verbal Memory Part C (Story) - Percentile Scores by Age and Race/Ethnicity of Child: Sample Cases

		0	1-19	20-39	40-59	60-79	80-89	90 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD												
	3 years		53	277	48	60	46	48	62	532	594	89.6
	4 years		195	66	102	90	54	31	49	538	587	91.7
	5 years		149	88	52	104	30	25	28	448	476	94.1
	6 years	43	136	46	117	48	26	6	23	422	445	94.8
	Total	43	533	477	319	302	156	110	162	1940	2102	92.3
RACE OF CHILD	AGE OF CHILD											
Hispanic	3 years		9	51	9	11	9	11	21	100	121	82.6
	4 years		46	14	16	19	16	3	23	114	137	83.2
	5 years		32	15	10	16	2	4	12	79	91	86.8
	6 years	5	25	12	24	5	4		8	75	83	90.4
	Total	5	112	92	59	51	31	18	64	368	432	85.2
Black	3 years		21	85	20	19	11	16	12	172	184	93.5
	4 years		56	22	32	25	12	8	12	155	167	92.8
	5 years		45	36	17	33	14	7	5	152	157	96.8
	6 years	15	50	16	42	23	6	4	5	156	161	96.9
	Total	15	172	159	111	100	43	35	34	635	669	94.9
White	3 years		23	141	19	30	26	21	29	260	289	90.0
	4 years		93	30	54	46	26	20	14	269	283	95.1
	5 years		72	37	25	55	14	14	11	217	228	95.2
	6 years	23	61	18	51	20	16	2	10	191	201	95.0
	Total	23	249	226	149	151	82	57	64	937	1001	93.6

Table A7.15. Verbal Memory Part C (Story) - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0	1-3	4-5	6-8	9-11	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD										
	3 years	289	128	67	42	6	62	532	594	89.6
	4 years	152	111	138	121	16	49	538	587	91.7
	5 years	76	86	89	148	49	28	448	476	94.1
	6 years	28	56	95	163	80	23	422	445	94.8
	Total	545	381	389	474	151	162	1940	2102	92.3
RACE OF CHILD	AGE OF CHILD									
Hispanic	3 years	53	20	15	10	2	21	100	121	82.6
	4 years	38	24	25	26	1	23	114	137	83.2
	5 years	22	13	16	22	6	12	79	91	86.8
	6 years	3	9	18	36	9	8	75	83	90.4
	Total	116	66	74	94	18	64	368	432	85.2
Black	3 years	92	51	15	11	3	12	172	184	93.5
	4 years	39	39	41	33	3	12	155	167	92.8
	5 years	18	28	37	53	16	5	152	157	96.8
	6 years	9	23	33	58	33	5	156	161	96.9
	Total	158	141	126	155	55	34	635	669	94.9
White	3 years	144	57	37	21	1	29	260	289	90.0
	4 years	75	48	72	62	12	14	269	283	95.1
	5 years	36	45	36	73	27	11	217	228	95.2
	6 years	16	24	44	69	38	10	191	201	95.0
	Total	271	174	189	225	78	64	937	1001	93.6

Table A7.16. Verbal Memory Part C (Story) - Standard Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	3 years			66.1	21.5	7.1	5.3	100.0	98.8	14.4
	4 years		29.4	31.3	33.6	5.6		100.0	93.9	14.6
	5 years	16.2	25.8	30.8	18.2	9.0		100.0	89.6	16.5
	6 years	22.6	12.4	32.4	22.5	10.1		100.0	88.0	19.3
	Total	9.3	17.5	39.9	24.1	7.9	1.3	100.0	92.7	16.7
12 yrs school	3 years			61.6	25.2	9.2	4.1	100.0	98.6	12.6
	4 years		25.2	30.4	35.0	8.8	0.6	100.0	96.0	14.9
	5 years	9.0	21.7	31.9	27.1	10.2		100.0	94.4	15.4
	6 years	11.3	18.7	36.8	24.0	9.2		100.0	90.8	16.4
	Total	4.3	16.4	40.4	28.3	9.3	1.3	100.0	95.2	15.0
13 + yrs school	3 years			49.8	39.7	5.8	4.7	100.0	100.0	13.3
	4 years		21.8	28.3	32.6	17.4		100.0	97.4	15.8
	5 years	9.9	15.8	29.8	24.0	20.5		100.0	97.8	16.6
	6 years	11.3	32.6	13.4	33.0	9.7		100.0	89.4	18.2
	Total	4.4	15.6	32.6	33.1	12.9	1.5	100.0	96.8	16.2
MATERNAL AGE AT BIRTH OF CHILD										
< 18 yrs	3 years			73.9	16.0	10.0		100.0	94.7	11.7
	4 years		31.4	15.7	46.6	6.3		100.0	95.9	15.4
	5 years	10.6	21.7	27.8	25.2	14.8		100.0	94.7	16.7
	6 years	18.0	12.1	34.5	27.5	7.8		100.0	89.4	17.6
	Total	9.9	20.2	28.6	31.2	10.1		100.0	93.3	16.7
18-19 yrs	3 years			66.1	21.8	4.7	7.4	100.0	98.3	15.1
	4 years		32.7	29.8	28.5	9.0		100.0	94.1	15.3
	5 years	6.9	18.3	36.8	24.5	13.4		100.0	95.6	15.1
	6 years	15.4	21.4	31.8	23.6	7.8		100.0	88.5	18.1
	Total	5.3	18.1	41.2	24.7	8.9	1.9	100.0	94.3	16.3
20-21 yrs	3 years			60.3	28.5	7.5	3.7	100.0	98.3	12.3
	4 years		22.4	28.6	39.9	9.1		100.0	96.8	14.7
	5 years	17.4	22.4	31.2	24.2	4.8		100.0	90.3	16.0
	6 years	9.8	19.2	35.0	26.1	9.9		100.0	91.5	16.4
	Total	6.9	16.6	37.9	29.7	8.0	0.8	100.0	94.0	15.4
22-26 yrs	3 years			57.8	29.1	9.3	3.7	100.0	99.5	12.7
	4 years		23.0	34.9	30.9	10.4	0.9	100.0	95.8	14.8
	5 years	8.7	24.3	27.3	23.2	16.5		100.0	95.2	16.6
	6 years	20.8	23.3	19.0	25.6	11.3		100.0	87.9	19.2
	Total	3.5	14.4	40.9	28.4	11.1	1.7	100.0	96.4	15.2

Table A7.17. Verbal Memory Part C (Story) - Standard Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	3 years			99	27	10	5	29	141	170	82.9
	4 years		49	57	39	8		24	153	177	86.4
	5 years	29	38	49	24	16		14	156	170	91.8
	6 years	24	18	48	30	11		12	131	143	91.6
	Total	53	105	253	120	45	5	79	581	660	88.0
12 yrs school	3 years			170	69	31	8	25	278	303	91.7
	4 years		69	88	106	26	1	18	290	308	94.2
	5 years	21	47	72	62	22		13	224	237	94.5
	6 years	25	36	94	56	14		8	225	233	96.6
	Total	46	152	424	293	93	9	64	1017	1081	94.1
13 + yrs school	3 years			55	36	6	10	6	107	113	94.7
	4 years		18	29	29	13		7	89	96	92.7
	5 years	3	10	19	23	10		1	65	66	98.5
	6 years	4	15	13	21	7		3	60	63	95.2
	Total	7	43	116	109	36	10	17	321	338	95.0
MATERNAL AGE AT BIRTH OF CHILD											
< 18 yrs	3 years			8	2	1			11	11	100.0
	4 years		18	11	15	2		1	46	47	97.9
	5 years	12	15	22	17	11		4	77	81	95.1
	6 years	12	11	35	21	5		3	84	87	96.6
	Total	24	44	76	55	19		8	218	226	96.5
18-19 yrs	3 years			84	25	10	6	14	125	139	89.9
	4 years		36	39	39	10		15	124	139	89.2
	5 years	10	28	50	27	18		9	133	142	93.7
	6 years	16	20	42	38	7		9	123	132	93.2
	Total	26	84	215	129	45	6	47	505	552	91.5
20-21 yrs	3 years			87	42	12	6	20	147	167	88.0
	4 years		38	47	56	16		19	157	176	89.2
	5 years	23	31	40	39	11		4	144	148	97.3
	6 years	19	28	62	37	13		7	159	166	95.8
	Total	42	97	236	174	52	6	50	607	657	92.4
22-26 yrs	3 years			151	63	24	11	28	249	277	89.9
	4 years		44	81	66	19	1	14	211	225	93.8
	5 years	9	21	28	27	9		11	94	105	89.5
	6 years	8	11	16	14	7		4	56	60	93.3
	Total	17	76	276	170	59	12	57	610	667	91.5

Table A7.18. Verbal Memory Part C (Story) - Percentile Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		0	1-19	20-39	40-59	60-79	80-89	90 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	3 years		7.5	58.7	4.9	11.5	8.0	9.4	100.0	43.3	26.6
	4 years		39.8	14.1	17.6	13.1	11.8	3.6	100.0	38.6	29.3
	5 years		42.0	23.4	7.4	16.9	6.0	4.2	100.0	32.8	29.9
	6 years	16.9	28.8	11.2	23.0	10.0	7.0	3.1	100.0	33.3	30.0
	Total	3.8	30.0	26.8	13.0	13.0	8.3	5.1	100.0	37.0	29.3
12 yrs school	3 years		9.1	52.5	9.9	10.8	10.9	6.9	100.0	44.2	26.0
	4 years		33.6	10.9	21.3	17.9	9.4	6.9	100.0	42.7	29.7
	5 years		30.7	20.1	11.8	26.5	6.3	4.6	100.0	41.1	29.5
	6 years	8.4	32.2	12.3	27.7	10.2	8.1	1.1	100.0	35.3	28.1
	Total	1.8	26.2	24.2	17.6	16.2	8.8	5.2	100.0	41.2	28.6
13 + yrs school	3 years		9.4	40.4	16.2	14.7	10.9	8.4	100.0	47.1	25.9
	4 years		37.4	5.9	19.1	15.3	11.0	11.3	100.0	45.4	31.7
	5 years		25.7	13.1	16.7	23.5	11.2	9.8	100.0	47.8	30.8
	6 years	11.3	41.5	1.2	25.3	11.0	7.4	2.4	100.0	34.5	31.0
	Total	2.2	26.7	17.6	18.8	16.1	10.3	8.3	100.0	44.4	30.0
MATERNAL AGE AT BIRTH OF CHILD											
< 18 yrs	3 years		30.4	43.6		6.7	19.3		100.0	36.5	27.2
	4 years		37.3	7.1	12.2	24.9	17.6	1.0	100.0	44.2	31.3
	5 years		32.3	18.8	9.0	25.2	9.0	5.8	100.0	42.3	31.5
	6 years	13.9	26.1	13.3	31.6	7.3	7.8		100.0	34.5	27.6
	Total	4.6	31.5	14.9	17.0	18.4	11.3	2.4	100.0	40.0	30.3
18-19 yrs	3 years		16.8	49.3	9.2	8.5	5.6	10.7	100.0	41.8	26.6
	4 years		37.8	12.3	21.3	11.1	11.1	6.3	100.0	39.3	30.2
	5 years		25.2	29.3	7.6	23.7	6.7	7.6	100.0	42.6	29.4
	6 years	14.4	32.6	7.9	23.2	14.1	7.4	0.4	100.0	33.2	29.4
	Total	3.2	28.0	25.2	15.0	14.6	7.7	6.4	100.0	39.4	29.2
20-21 yrs	3 years		9.1	51.2	10.7	13.8	9.1	6.2	100.0	43.6	25.5
	4 years		32.7	9.0	23.2	16.5	12.1	6.6	100.0	44.5	29.6
	5 years		39.9	18.4	12.8	23.5	2.1	3.4	100.0	34.1	28.5
	6 years	7.7	32.7	12.3	27.8	9.6	6.3	3.7	100.0	36.3	28.7
	Total	2.4	29.2	21.2	19.6	15.3	7.4	4.9	100.0	39.5	28.6
22-26 yrs	3 years		4.9	52.9	10.4	12.1	12.3	7.4	100.0	46.2	26.0
	4 years		36.0	12.0	19.6	17.0	7.0	8.4	100.0	41.8	29.7
	5 years		33.0	12.5	14.8	21.9	11.9	5.8	100.0	43.0	31.6
	6 years	13.3	38.2	4.4	22.0	10.7	11.3		100.0	33.1	31.0
	Total	1.3	23.7	27.1	15.5	15.3	10.3	6.8	100.0	42.8	29.0

Table A7.19. Verbal Memory Part C (Story) - Percentile Scores by Maternal Characteristics and Age of Child: Sample Cases

		0	1-19	20-39	40-59	60-79	80-89	90 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD											
< 12 yrs school	3 years		14	85	7	13	10	12	29	141	170	82.9
	4 years		67	25	28	12	15	6	24	153	177	86.4
	5 years		67	32	17	22	11	7	14	156	170	91.8
	6 years	18	41	12	36	13	8	3	12	131	143	91.6
	Total	18	189	154	88	60	44	28	79	581	660	88.0
12 yrs school	3 years		29	141	24	33	30	21	25	278	303	91.7
	4 years		98	30	57	60	26	19	18	290	308	94.2
	5 years		68	46	26	59	12	13	13	224	237	94.5
	6 years	19	72	32	63	25	13	1	8	225	233	96.6
	Total	19	267	249	170	177	81	54	64	1017	1081	94.1
13 + yrs school	3 years		10	45	17	14	6	15	6	107	113	94.7
	4 years		29	10	14	17	13	6	7	89	96	92.7
	5 years		13	10	9	22	7	4	1	65	66	98.5
	6 years	4	22	2	17	8	5	2	3	60	63	95.2
	Total	4	74	67	57	61	31	27	17	321	338	95.0
MATERNAL AGE AT BIRTH OF CHILD												
< 18 yrs	3 years		3	5		1	2			11	11	100.0
	4 years		20	6	8	7	4	1	1	46	47	97.9
	5 years		27	14	8	17	7	4	4	77	81	95.1
	6 years	9	23	12	26	9	5		3	84	87	96.6
	Total	9	73	37	42	34	18	5	8	218	226	96.5
18-19 yrs	3 years		23	61	11	10	6	14	14	125	139	89.9
	4 years		41	22	23	19	13	6	15	124	139	89.2
	5 years		38	36	14	25	9	11	9	133	142	93.7
	6 years	14	37	11	34	20	6	1	9	123	132	93.2
	Total	14	139	130	82	74	34	32	47	505	552	91.5
20-21 yrs	3 years		10	77	17	18	12	13	20	147	167	88.0
	4 years		54	14	34	25	19	11	19	157	176	89.2
	5 years		54	24	16	38	6	6	4	144	148	97.3
	6 years	15	55	20	42	14	8	5	7	159	166	95.8
	Total	15	173	135	109	95	45	35	50	607	657	92.4
22-26 yrs	3 years		17	134	20	31	26	21	28	249	277	89.9
	4 years		80	24	37	39	18	13	14	211	225	93.8
	5 years		30	14	14	24	8	4	11	94	105	89.5
	6 years	5	21	3	15	5	7		4	56	60	93.3
	Total	5	148	175	86	99	59	38	57	610	667	91.5

Table A7.20. Verbal Memory Part C (Story) - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0	1-3	4-5	6-8	9-11	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	3 years	89	26	15	11		29	141	170	82.9
	4 years	50	41	34	24	4	24	153	177	86.4
	5 years	40	29	36	35	16	14	156	170	91.8
	6 years	12	19	28	48	24	12	131	143	91.6
	Total	191	115	113	118	44	79	581	660	88.0
12 yrs school	3 years	143	72	40	19	4	25	278	303	91.7
	4 years	76	56	79	68	11	18	290	308	94.2
	5 years	30	49	41	82	22	13	224	237	94.5
	6 years	12	29	50	95	39	8	225	233	96.6
	Total	261	206	210	264	76	64	1017	1081	94.1
13 + yrs school	3 years	51	30	12	12	2	6	107	113	94.7
	4 years	25	13	22	28	1	7	89	96	92.7
	5 years	5	8	12	30	10	1	65	66	98.5
	6 years	3	6	17	19	15	3	60	63	95.2
	Total	84	57	63	89	28	17	321	338	95.0
MATERNAL AGE AT BIRTH OF CHILD										
< 18 yrs	3 years	8	1	1	1			11	11	100.0
	4 years	17	7	14	8		1	46	47	97.9
	5 years	15	12	15	24	11	4	77	81	95.1
	6 years	7	7	18	38	14	3	84	87	96.6
	Total	47	27	48	71	25	8	218	226	96.5
18-19 yrs	3 years	73	29	10	11	2	14	125	139	89.9
	4 years	31	31	30	29	3	15	124	139	89.2
	5 years	15	28	33	39	18	9	133	142	93.7
	6 years	10	19	22	45	27	9	123	132	93.2
	Total	129	107	95	124	50	47	505	552	91.5
20-21 yrs	3 years	76	36	22	11	2	20	147	167	88.0
	4 years	43	27	44	37	6	19	157	176	89.2
	5 years	32	27	26	48	11	4	144	148	97.3
	6 years	7	24	39	62	27	7	159	166	95.8
	Total	158	114	131	158	46	50	607	657	92.4
22-26 yrs	3 years	132	62	34	19	2	28	249	277	89.9
	4 years	61	46	50	47	7	14	211	225	93.8
	5 years	14	19	15	37	9	11	94	105	89.5
	6 years	4	6	16	18	12	4	56	60	93.3
	Total	211	133	115	121	30	57	610	667	91.5

Table A8.1. SPPC: Scholastic Competence - Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1.0-1.9	2.0-2.9	3.0-3.9	4.0	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	8 years	7.7	44.7	40.3	7.3	100.0	2.9	0.7
	9 years	10.6	44.0	41.6	3.8	100.0	2.8	0.7
	10 years	8.8	45.1	40.2	5.9	100.0	2.9	0.6
	11 + years	9.6	55.6	30.6	4.2	100.0	2.7	0.7
	Total	9.0	46.4	39.0	5.6	100.0	2.8	0.7
RACE OF CHILD	AGE OF CHILD							
Hispanic	8 years	7.8	55.0	37.3		100.0	2.8	0.5
	9 years	14.1	51.7	30.5	3.7	100.0	2.6	0.6
	10 years	24.3	49.2	26.4		100.0	2.5	0.6
	11 + years	6.5	50.2	43.4		100.0	2.9	0.6
	Total	12.0	52.2	35.0	0.9	100.0	2.7	0.6
Black	8 years	7.1	40.4	37.8	14.7	100.0	3.0	0.7
	9 years	16.7	44.5	34.4	4.3	100.0	2.7	0.8
	10 years	4.5	57.3	32.7	5.6	100.0	2.7	0.6
	11 + years	4.5	58.6	33.0	3.9	100.0	2.7	0.6
	Total	8.2	49.2	34.8	7.8	100.0	2.8	0.7
White	8 years	7.9	44.8	42.0	5.3	100.0	2.8	0.7
	9 years	7.1	42.6	46.7	3.6	100.0	2.9	0.7
	10 years	9.1	37.3	46.7	6.9	100.0	3.0	0.6
	11 + years	15.5	54.0	24.8	5.7	100.0	2.6	0.8
	Total	8.9	43.8	42.1	5.2	100.0	2.8	0.7

Table A8.2. SPPC: Scholastic Competence - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		1.0-1.9	2.0-2.9	3.0-3.9	4.0	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	8 years	23	115	100	23	9	261	270	96.7
	9 years	28	88	70	7	5	193	198	97.5
	10 years	16	67	57	6	9	146	155	94.2
	11 + years	11	74	43	4	8	132	140	94.3
	Total	78	344	270	40	31	732	763	95.9
RACE OF CHILD	AGE OF CHILD								
Hispanic	8 years	5	21	20		2	46	48	95.8
	9 years	4	15	7	1		27	27	100.0
	10 years	4	10	7			21	21	100.0
	11 + years	1	11	10		1	22	23	95.7
	Total	14	57	44	1	3	116	119	97.5
Black	8 years	6	44	38	14	3	102	105	97.1
	9 years	13	34	25	3	3	75	78	96.2
	10 years	3	40	24	3	4	70	74	94.6
	11 + years	3	40	21	2	4	66	70	94.3
	Total	25	158	108	22	14	313	327	95.7
White	8 years	12	50	42	9	4	113	117	96.6
	9 years	11	39	38	3	2	91	93	97.8
	10 years	9	17	26	3	5	55	60	91.7
	11 + years	7	23	12	2	3	44	47	93.6
	Total	39	129	118	17	14	303	317	95.6

Table A8.3. SPPC: Scholastic Competence - Raw Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		1.0-1.9	2.0-2.9	3.0-3.9	4.0	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD							
< 12 yrs school	8 years	7.0	56.5	31.9	4.6	100.0	2.7	0.6
	9 years	12.2	39.8	45.0	3.0	100.0	2.8	0.7
	10 years	6.5	46.0	43.0	4.5	100.0	2.8	0.7
	11 + years	5.6	57.0	36.4	1.0	100.0	2.7	0.6
	Total	7.8	50.2	38.4	3.6	100.0	2.8	0.6
12 yrs school	8 years	7.2	37.2	45.9	9.6	100.0	3.0	0.7
	9 years	9.3	51.8	33.6	5.2	100.0	2.8	0.7
	10 years	11.1	43.2	38.6	7.1	100.0	2.9	0.6
	11 + years	15.7	54.7	22.7	6.9	100.0	2.6	0.8
	Total	9.8	45.0	37.8	7.5	100.0	2.8	0.7
13 + yrs school	8 years	11.6	42.3	39.9	6.3	100.0	2.9	0.7
	9 years	6.8	24.3	68.8		100.0	3.0	0.6
	10 years		55.8	37.1	7.1	100.0	3.0	0.6
	11 + years	4.8	55.5	39.8		100.0	2.8	0.5
	Total	7.4	42.3	46.7	3.6	100.0	2.9	0.6
MATERNAL AGE AT BIRTH OF CHILD								
< 17 years	8 years	6.1	51.2	33.6	9.1	100.0	2.8	0.6
	9 years	9.2	38.7	41.4	10.8	100.0	2.8	0.7
	10 years	15.9	41.1	34.3	8.7	100.0	2.8	0.7
	11 + years	11.9	51.6	34.7	1.8	100.0	2.6	0.7
	Total	11.1	46.9	35.7	6.3	100.0	2.7	0.7
17 years	8 years	3.5	34.6	56.6	5.3	100.0	3.0	0.6
	9 years	23.1	40.9	32.6	3.4	100.0	2.6	0.8
	10 years	8.9	51.0	37.3	2.8	100.0	2.8	0.6
	11 + years	3.2	70.0	14.9	12.0	100.0	2.7	0.6
	Total	9.8	47.5	37.6	5.1	100.0	2.8	0.7
18 years	8 years	7.9	41.1	44.0	6.9	100.0	2.9	0.7
	9 years	6.0	54.8	38.2	1.0	100.0	2.8	0.6
	10 years	2.7	38.1	51.6	7.6	100.0	3.0	0.6
	11 + years		34.8	65.2		100.0	3.1	0.4
	Total	5.4	45.5	44.4	4.7	100.0	2.9	0.6
19 years	8 years	9.5	54.2	29.9	6.4	100.0	2.8	0.7
	9 years	7.4	37.3	53.4	1.9	100.0	3.0	0.7
	10 years		88.7	11.3		100.0	2.9	0.1
	Total	8.5	49.1	37.7	4.7	100.0	2.8	0.7
20 years	8 years	9.3	36.7	44.5	9.4	100.0	3.0	0.7
	9 years			100.0		100.0	3.0	0.0
	Total	9.3	36.5	44.9	9.4	100.0	3.0	0.7

Table A8.4. SPPC: Scholastic Competence - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		1.0-1.9	2.0-2.9	3.0-3.9	4.0	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	8 years	11	57	41	7	5	116	121	95.9
	9 years	13	38	28	3		82	82	100.0
	10 years	8	33	27	2	6	70	76	92.1
	11 + years	5	37	24	1	7	67	74	90.5
	Total	37	165	120	13	18	335	353	94.9
12 yrs school	8 years	10	43	43	14	3	110	113	97.3
	9 years	11	46	29	4	4	90	94	95.7
	10 years	7	25	26	3	3	61	64	95.3
	11 + years	5	30	10	2		47	47	100.0
	Total	33	144	108	23	10	308	318	96.9
13 + yrs school	8 years	2	15	15	2	1	34	35	97.1
	9 years	2	4	12			18	18	100.0
	10 years		8	3	1		12	12	100.0
	11 + years	1	6	9		1	16	17	94.1
	Total	5	33	39	3	2	80	82	97.6
MATERNAL AGE AT BIRTH OF CHILD									
< 17 years	8 years	2	26	14	6	2	48	50	96.0
	9 years	6	22	17	3	2	48	50	96.0
	10 years	8	24	22	3	4	57	61	93.4
	11 + years	9	50	35	2	7	96	103	93.2
	Total	25	122	88	14	15	249	264	94.3
17 years	8 years	4	15	30	3	2	52	54	96.3
	9 years	8	20	14	2	1	44	45	97.8
	10 years	7	22	19	1	2	49	51	96.1
	11 + years	2	22	6	2	1	32	33	97.0
	Total	21	79	69	8	6	177	183	96.7
18 years	8 years	2	23	16	6		47	47	100.0
	9 years	6	29	19	1		55	55	100.0
	10 years	1	20	15	2	2	38	40	95.0
	11 + years		2	2			4	4	100.0
	Total	9	74	52	9	2	144	146	98.6
19 years	8 years	11	32	19	4	3	66	69	95.7
	9 years	8	17	19	1	2	45	47	95.7
	10 years		1	1		1	2	3	66.7
	Total	19	50	39	5	6	113	119	95.0
20 years	8 years	4	19	21		2	48	50	96.0
	9 years			1			1	1	100.0
	Total	4	19	22	4	2	49	51	96.1

Table A8.5. SPPC: Scholastic Competence - Number of Items Prorated in Calculation of Raw Scores by Race/Ethnicity of Child and Maternal Education: Sample Cases

		0	1-2	5-6	TOTAL
RACE OF CHILD	MATERNAL EDUCATION				
Hispanic	< 12 yrs school	75	1	2	78
	12 yrs school	30			30
	13 + yrs school	9		1	10
	Total	115	1	3	119
Black	< 12 yrs school	122	1	8	131
	12 yrs school	130	2	5	137
	13 + yrs school	51		1	52
	Total	310	3	14	327
White	< 12 yrs school	135	1	8	144
	12 yrs school	146		5	151
	13 + yrs school	20			20
	Total	302	1	14	317
Total		727	5	31	763

Table A8.6. SPPC: Global Self-Worth - Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1.0-1.9	2.0-2.9	3.0-3.9	4.0	TOTAL	MEAN	STD DEV
AGE OF CHILD								
	8 years	5.6	19.7	57.9	16.8	100.0	3.3	0.6
	9 years	2.4	27.6	55.8	14.2	100.0	3.2	0.6
	10 years	2.5	27.3	55.6	14.5	100.0	3.2	0.6
	11 + years	3.6	26.7	59.7	10.0	100.0	3.2	0.6
	Total	3.8	24.5	57.1	14.5	100.0	3.2	0.6
RACE OF CHILD	AGE OF CHILD							
Hispanic	8 years	1.6	20.7	67.0	10.7	100.0	3.3	0.5
	9 years	3.1	31.0	55.6	10.3	100.0	3.1	0.6
	10 years		30.0	57.6	12.5	100.0	3.1	0.5
	11 + years		40.8	41.5	17.7	100.0	3.1	0.6
	Total	1.3	28.8	57.6	12.3	100.0	3.2	0.5
Black	8 years	1.5	26.9	54.3	17.4	100.0	3.3	0.6
	9 years	5.3	21.6	58.0	15.1	100.0	3.2	0.7
	10 years		25.0	63.6	11.4	100.0	3.3	0.5
	11 + years	2.9	21.3	58.5	17.3	100.0	3.3	0.6
	Total	2.4	23.9	58.2	15.5	100.0	3.3	0.6
White	8 years	8.1	16.4	58.0	17.5	100.0	3.3	0.6
	9 years	0.9	30.1	54.7	14.3	100.0	3.2	0.6
	10 years	4.4	28.3	50.6	16.7	100.0	3.2	0.6
	11 + years	5.2	28.3	65.8	0.7	100.0	3.1	0.5
	Total	5.0	24.1	56.5	14.4	100.0	3.2	0.6

Table A8.7. SPPC: Global Self-Worth - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		1.0-1.9	2.0-2.9	3.0-3.9	4.0	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD									
	8 years	9	59	147	46	9	261	270	96.7
	9 years	8	57	105	23	5	193	198	97.5
	10 years	4	40	82	20	9	146	155	94.2
	11 + years	3	37	76	16	8	132	140	94.3
	Total	24	193	410	105	31	732	763	95.9
RACE OF CHILD	AGE OF CHILD								
Hispanic	8 years	1	9	30	6	2	46	48	95.8
	9 years	1	9	15	2		27	27	100.0
	10 years		7	11	3		21	21	100.0
	11 + years		9	8	5	1	22	23	95.7
	Total	2	34	64	16	3	116	119	97.5
Black	8 years	2	28	54	18	3	102	105	97.1
	9 years	4	18	41	12	3	75	78	96.2
	10 years		19	43	8	4	70	74	94.6
	11 + years	2	14	40	10	4	66	70	94.3
	Total	8	79	178	48	14	313	327	95.7
White	8 years	6	22	63	22	4	113	117	96.6
	9 years	3	30	49	9	2	91	93	97.8
	10 years	4	14	28	9	5	55	60	91.7
	11 + years	1	14	28	1	3	44	47	93.6
	Total	14	80	168	41	14	303	317	95.6

Table A8.8. SPPC: Global Self-Worth - Raw Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		1.0-1.9	2.0-2.9	3.0-3.9	4.0	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD							
< 12 yrs school	8 years	6.0	23.2	59.5	11.2	100.0	3.2	0.6
	9 years	3.2	27.7	58.4	10.6	100.0	3.1	0.6
	10 years	0.6	26.6	51.3	21.5	100.0	3.3	0.5
	11 + years	7.0	26.1	59.1	7.8	100.0	3.1	0.6
	Total	4.3	25.6	57.2	12.9	100.0	3.2	0.6
12 yrs school	8 years	2.2	21.4	57.6	18.8	100.0	3.3	0.6
	9 years	1.8	29.9	54.6	13.7	100.0	3.2	0.6
	10 years	4.8	28.0	61.2	6.0	100.0	3.1	0.6
	11 + years	1.4	26.6	63.8	8.2	100.0	3.2	0.5
	Total	2.5	25.9	58.4	13.3	100.0	3.2	0.6
13 + yrs school	8 years	18.0	3.9	56.2	21.9	100.0	3.2	0.8
	9 years	3.6	18.9	47.9	29.6	100.0	3.4	0.6
	10 years		27.6	41.9	30.5	100.0	3.5	0.5
	11 + years		32.2	51.1	16.6	100.0	3.3	0.5
	Total	8.4	16.5	51.1	24.0	100.0	3.3	0.7
MATERNAL AGE AT BIRTH OF CHILD								
< 17 years	8 years	1.6	17.2	64.6	16.6	100.0	3.4	0.5
	9 years		27.2	53.7	19.1	100.0	3.3	0.6
	10 years	1.0	37.2	45.9	16.0	100.0	3.1	0.6
	11 + years	3.9	28.9	56.9	10.3	100.0	3.2	0.6
	Total	2.1	28.0	55.5	14.3	100.0	3.2	0.6
17 years	8 years	2.6	16.5	64.9	16.0	100.0	3.4	0.5
	9 years	5.2	20.9	67.1	6.7	100.0	3.2	0.6
	10 years	1.8	25.4	54.3	18.5	100.0	3.3	0.5
	11 + years	3.0	20.7	69.8	6.5	100.0	3.2	0.6
	Total	3.0	21.3	62.5	13.2	100.0	3.3	0.6
18 years	8 years		23.8	62.3	13.9	100.0	3.4	0.5
	9 years	3.3	20.7	62.4	13.6	100.0	3.3	0.6
	10 years	5.2	22.5	63.1	9.2	100.0	3.2	0.6
	11 + years		20.3	42.3	37.4	100.0	3.6	0.6
	Total	2.9	22.1	62.2	12.7	100.0	3.3	0.6
19 years	8 years	5.1	28.2	45.7	21.0	100.0	3.2	0.6
	9 years	1.1	42.9	38.8	17.1	100.0	3.1	0.6
	10 years			100.0		100.0	3.1	0.1
	Total	3.6	32.6	44.7	19.1	100.0	3.2	0.6
20 years	8 years	15.9	8.7	61.7	13.6	100.0	3.1	0.7
	9 years			100.0		100.0	3.0	0.0
	Total	15.8	8.7	62.0	13.5	100.0	3.1	0.7

Table A8.9. SPPC: Global Self-Worth - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		1.0-1.9	2.0-2.9	3.0-3.9	4.0	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD								
< 12 yrs school	8 years	5	29	64	18	5	116	121	95.9
	9 years	4	29	42	7		82	82	100.0
	10 years	1	18	41	10	6	70	76	92.1
	11 + years	2	20	39	6	7	67	74	90.5
	Total	12	96	186	41	18	335	353	94.9
12 yrs school	8 years	1	27	63	19	3	110	113	97.3
	9 years	3	24	50	13	4	90	94	95.7
	10 years	3	17	33	8	3	61	64	95.3
	11 + years	1	13	27	6		47	47	100.0
	Total	8	81	173	46	10	308	318	96.9
13 + yrs school	8 years	3	3	20	8	1	34	35	97.1
	9 years	1	3	11	3		18	18	100.0
	10 years		4	6	2		12	12	100.0
	11 + years		4	9	3	1	16	17	94.1
	Total	4	14	46	16	2	80	82	97.6
MATERNAL AGE AT BIRTH OF CHILD									
< 17 years	8 years	1	9	26	12	2	48	50	96.0
	9 years		17	24	7	2	48	50	96.0
	10 years	1	21	29	6	4	57	61	93.4
	11 + years	2	27	55	12	7	96	103	93.2
	Total	4	74	134	37	15	249	264	94.3
17 years	8 years	3	11	30	8	2	52	54	96.3
	9 years	3	11	26	4	1	44	45	97.8
	10 years	2	9	28	10	2	49	51	96.1
	11 + years	1	9	19	3	1	32	33	97.0
	Total	9	40	103	25	6	177	183	96.7
18 years	8 years		11	29	7		47	47	100.0
	9 years	4	14	32	5		55	55	100.0
	10 years	1	10	23	4	2	38	40	95.0
	11 + years		1	2	1		4	4	100.0
	Total	5	36	86	17	2	144	146	98.6
19 years	8 years	1	19	36	10	3	66	69	95.7
	9 years	1	15	22	7	2	45	47	95.7
	10 years			2		1	2	3	66.7
	Total	2	34	60	17	6	113	119	95.0
20 years	8 years	4	9	26	9	2	48	50	96.0
	9 years			1			1	1	100.0
	Total	4	9	27	9	2	49	51	96.1

Table A8.10. SPPC: Global Self-Worth - Number of Items Prorated in Calculation of Raw Scores by Race/Ethnicity of Child and Maternal Education: Sample Cases

		0	1-2	5-6	TOTAL
RACE OF CHILD	MATERNAL EDUCATION				
Hispanic					
	< 12 yrs school	74	2	2	78
	12 yrs school	30			30
	13 + yrs school	9		1	10
	Total	114	2	3	119
Black	< 12 yrs school	119	4	8	131
	12 yrs school	131	1	5	137
	13 + yrs school	51		1	52
	Total	308	5	14	327
White	< 12 yrs school	136		8	144
	12 yrs school	144	2	5	151
	13 + yrs school	20			20
	Total	301	2	14	317
Total	-	723	9	31	763

Table A9.1. Digit Span - Total Standard Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-4	5-7	8-9	10-11	12-13	14-19	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	7 years	3.6	9.2	26.1	22.8	22.1	16.2	100.0	10.5	3.0
	8 years	3.4	16.0	31.7	25.9	11.6	11.4	100.0	9.8	3.1
	9 years	2.4	22.0	21.6	28.0	14.2	11.8	100.0	9.8	3.1
	10 years	6.3	20.9	16.8	26.0	18.2	11.8	100.0	9.9	3.4
	11 + years	3.9	27.7	30.6	15.6	14.4	7.8	100.0	9.0	3.2
	Total	3.8	17.1	25.8	24.2	16.5	12.6	100.0	9.9	3.2
RACE OF CHILD	AGE OF CHILD									
Hispanic	7 years	5.6	16.1	29.5	19.0	14.8	15.1	100.0	9.8	3.5
	8 years	6.5	22.3	25.1	28.5	11.3	6.2	100.0	9.1	2.9
	9 years		18.4	29.3	26.2	26.1		100.0	9.6	2.2
	10 years	6.1	42.5	15.1	32.0	4.3		100.0	8.2	2.3
	11 + years	6.7	36.8	21.1	18.1	13.9	3.4	100.0	8.3	3.2
	Total	5.1	23.6	25.7	23.7	14.5	7.3	100.0	9.2	3.1
Black	7 years	4.1	11.7	33.4	18.2	21.0	11.6	100.0	10.0	3.2
	8 years	2.2	22.1	34.2	19.3	6.7	15.5	100.0	9.5	3.2
	9 years	4.7	23.8	23.3	20.8	14.6	12.8	100.0	9.6	3.3
	10 years	11.8	19.1	19.1	27.1	15.0	7.8	100.0	9.3	3.3
	11 + years	5.5	24.8	27.4	16.5	18.4	7.5	100.0	9.2	3.4
	Total	5.4	20.0	28.1	20.2	15.0	11.3	100.0	9.6	3.3
White	7 years	3.0	7.2	23.1	25.0	23.6	18.0	100.0	10.7	2.8
	8 years	3.4	12.5	31.7	28.3	13.[illegible]	10.5	100.0	10.0	3.0
	9 years	1.6	21.5	19.7	31.8	12.8	13.0	100.0	9.9	3.1
	10 years	3.2	19.6	15.7	24.8	21.5	15.3	100.0	10.4	3.5
	11 + years	1.4	28.2	36.9	13.9	10.2	9.4	100.0	9.0	2.9
	Total	2.8	14.7	24.8	26.2	17.6	14.0	100.0	10.2	3.1

Table A9.2. Digit Span - Total Standard Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-4	5-7	8-9	10-11	12-13	14-19	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	7 years	10	30	80	64	62	40	40	286	326	87.7
	8 years	8	53	69	58	28	29	25	245	270	90.7
	9 years	6	48	42	45	28	16	13	185	198	93.4
	10 years	12	34	23	36	22	13	15	140	155	90.3
	11 + years	7	33	31	26	22	9	12	128	140	91.4
	Total	43	198	245	229	162	107	105	984	1089	90.4
RACE OF CHILD	AGE OF CHILD										
Hispanic	7 years	3	9	19	11	10	7	9	59	68	86.8
	8 years	3	12	11	11	5	2	4	44	48	91.7
	9 years		5	9	5	6		2	25	27	92.6
	10 years	1	7	2	5	1		5	16	21	76.2
	11 + years	2	8	4	4	3	1	1	22	23	95.7
	Total	9	41	45	36	25	10	21	166	187	88.8
Black	7 years	4	12	30	18	20	11	17	95	112	84.8
	8 years	2	24	28	18	7	14	12	93	105	88.6
	9 years	3	17	17	14	12	9	6	72	78	92.3
	10 years	9	14	12	19	10	5	5	69	74	93.2
	11 + years	4	16	16	12	12	5	5	65	70	92.9
	Total	22	83	103	81	61	44	45	394	439	89.7
White	7 years	3	9	31	35	32	22	14	132	146	90.4
	8 years	3	17	30	29	16	13	9	108	117	92.3
	9 years	3	26	16	26	10	7	5	88	93	94.6
	10 years	2	13	9	12	11	8	5	55	60	91.7
	11 + years	1	9	11	10	7	3	6	41	47	87.2
	Total	12	74	97	112	76	53	39	424	463	91.6

Table A9.3. Digit Span - Total Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		0-4	5-7	8-10	11-13	14-16	17-23	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	7 years	5.5	24.2	39.3	26.2	4.3	0.4	100.0	9.0	2.8
	8 years	3.4	16.0	47.6	23.8	5.2	4.0	100.0	9.7	2.9
	9 years	0.7	13.8	31.4	36.9	12.7	4.4	100.0	10.8	3.1
	10 years	2.4	8.7	32.9	33.6	14.9	7.6	100.0	11.4	3.5
	11 + years	1.1	5.7	30.5	37.2	16.6	8.9	100.0	11.7	3.6
	Total	3.1	15.8	38.0	29.9	9.0	4.1	100.0	10.2	3.3
RACE OF CHILD	AGE OF CHILD									
Hispanic	7 years	9.9	32.5	30.9	19.6	5.3	1.9	100.0	8.4	3.4
	8 years	6.5	22.3	47.3	22.0	1.9		100.0	8.9	2.7
	9 years		8.7	39.0	46.0	6.3		100.0	10.6	2.2
	10 years		6.1	57.6	32.0	4.3		100.0	9.8	2.0
	11 + years	3.6	17.8	22.1	35.8	13.3	7.3	100.0	10.9	3.6
	Total	5.6	21.4	37.8	27.9	5.6	1.7	100.0	9.4	3.1
Black	7 years	7.1	32.3	33.6	21.0	5.2	0.9	100.0	8.6	3.0
	8 years	2.2	22.1	44.0	18.8	9.8	3.1	100.0	9.5	3.1
	9 years		20.1	31.7	33.1	10.0	5.2	100.0	10.6	3.3
	10 years	2.3	13.2	34.5	34.7	9.1	6.1	100.0	10.7	3.2
	11 + years		7.6	28.7	33.6	21.1	8.9	100.0	11.9	3.6
	Total	2.5	19.9	34.9	27.4	10.6	4.6	100.0	10.1	3.4
White	7 years	4.3	20.0	42.7	29.1	3.9		100.0	9.2	2.6
	8 years	3.4	12.5	49.2	26.2	3.7	5.0	100.0	9.9	2.8
	9 years	1.2	11.4	30.2	37.5	14.9	4.7	100.0	10.9	3.1
	10 years	2.7	6.4	29.3	33.1	19.3	9.2	100.0	11.9	3.7
	11 + years	1.4		35.1	41.4	12.7	9.4	100.0	11.8	3.6
	Total	3.0	12.9	39.6	31.4	8.8	4.3	100.0	10.3	3.2

Table A9.4. Digit Span - Total Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-4	5-7	8-10	11-13	14-16	17-23	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	7 years	17	78	111	65	13	2	40	286	326	87.7
	8 years	8	53	105	56	14	9	25	245	270	90.7
	9 years	2	30	64	64	18	7	13	185	198	93.4
	10 years	3	14	52	47	15	9	15	140	155	90.3
	11 + years	2	10	36	42	27	11	12	128	140	91.4
	Total	32	185	368	274	87	38	105	984	1089	90.4
RACE OF CHILD	AGE OF CHILD										
Hispanic	7 years	6	20	18	11	3	1	9	59	68	86.8
	8 years	3	12	18	10	1		4	44	48	91.7
	9 years		2	12	9	2		2	25	27	92.6
	10 years		1	9	5	1		5	16	21	76.2
	11 + years	1	4	5	7	3	2	1	22	23	95.7
	Total	10	39	62	42	10	3	21	166	187	88.8
Black	7 years	7	31	31	20	5	1	17	95	112	84.8
	8 years	2	24	38	17	9	3	12	93	105	88.6
	9 years		13	24	24	7	4	6	72	78	92.3
	10 years	2	10	23	24	6	4	5	69	74	93.2
	11 + years		6	19	20	14	6	5	65	70	92.9
	Total	11	84	135	105	41	18	45	394	439	89.7
White	7 years	4	27	62	34	5		14	132	146	90.4
	8 years	3	17	49	29	4	6	9	108	117	92.3
	9 years	2	15	28	31	9	3	5	88	93	94.6
	10 years	1	3	20	18	8	5	5	55	60	91.7
	11 + years	1		12	15	10	3	6	41	47	87.2
	Total	11	62	171	127	36	17	39	424	463	91.6

Table A9.5. Digit Span - Digits Forward Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		0-3	4	5	6	7	8	9-14	TOTAL	MEAN	STD DEV
AGE OF CHILD											
	7 years	12.6	27.4	13.4	15.7	13.0	6.9	11.0	100.0	5.5	2.1
	8 years	11.0	20.8	18.8	19.0	10.2	9.9	10.2	100.0	5.7	2.1
	9 years	4.6	17.9	17.4	8.7	16.8	16.5	18.0	100.0	6.6	2.4
	10 years	5.0	17.5	11.4	13.2	17.5	14.7	20.6	100.0	6.7	2.3
	11 + years	2.7	13.5	7.3	16.2	16.0	20.2	24.1	100.0	7.0	2.2
	Total	8.5	21.0	14.5	15.0	14.0	12.1	15.0	100.0	6.1	2.3
RACE OF CHILD	AGE OF CHILD										
Hispanic	7 years	21.0	34.4	13.4	13.4	1.9	3.2	12.7	100.0	5.0	2.4
	8 years	15.9	26.1	24.1	20.2	1.5	1.7	10.5	100.0	5.0	1.9
	9 years	6.3	17.0	9.8	22.7	16.6	13.5	14.1	100.0	6.3	1.9
	10 years	5.4	35.7	17.5	32.9		8.5		100.0	5.1	1.3
	11 + years	6.7	28.9	13.4	8.0	10.4	15.9	16.7	100.0	6.2	2.4
	Total	13.8	29.0	16.0	17.8	5.1	6.7	11.6	100.0	5.4	2.2
Black	7 years	15.9	20.9	16.6	14.8	12.1	5.7	13.9	100.0	5.6	2.2
	8 years	13.0	19.5	12.3	22.3	12.8	13.1	6.8	100.0	5.7	2.0
	9 years	4.9	23.3	9.5	7.1	19.6	13.1	22.6	100.0	6.7	2.4
	10 years	6.3	14.1	16.7	20.0	9.8	18.6	14.5	100.0	6.5	2.2
	11 + years	2.8	13.1	10.5	11.1	16.2	13.2	33.0	100.0	7.2	2.4
	Total	9.3	18.5	13.3	15.4	14.0	12.4	17.2	100.0	6.3	2.3
White	7 years	10.0	28.4	12.3	16.4	15.3	7.9	9.7	100.0	5.6	2.0
	8 years	9.3	20.5	20.8	17.3	10.5	9.9	11.7	100.0	5.7	2.1
	9 years	4.1	15.3	22.6	7.6	15.4	18.7	16.3	100.0	6.6	2.4
	10 years	4.2	17.4	7.5	6.8	24.2	13.2	26.6	100.0	7.0	2.3
	11 + years	1.4	9.1	2.1	24.2	17.5	29.0	16.6	100.0	7.1	1.9
	Total	7.3	20.8	14.9	14.2	15.5	12.8	14.4	100.0	6.1	2.2

Table A9.6. Digit Span - Digits Forward Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-3	4	5	6	7	8	9-14	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD												
	7 years	43	84	40	46	30	20	35	28	298	326	91.4
	8 years	32	58	43	46	24	25	24	18	252	270	93.3
	9 years	16	35	28	16	32	28	31	12	186	198	93.9
	10 years	9	25	22	28	16	20	24	11	144	155	92.9
	11 + years	5	19	12	18	19	23	32	12	128	140	91.4
	Total	105	221	145	154	121	116	146	81	1008	1089	92.6
RACE OF CHILD	AGE OF CHILD											
Hispanic	7 years	13	21	10	9	1	1	7	6	62	68	91.2
	8 years	8	14	9	8	1	1	3	4	44	48	91.7
	9 years	2	5	3	5	4	3	3	2	25	27	92.6
	10 years	1	6	4	5		2		3	18	21	85.7
	11 + years	2	6	3	2	2	3	4	1	22	23	95.7
	Total	26	52	29	29	8	10	17	16	171	187	91.4
Black	7 years	18	20	15	14	13	6	15	11	101	112	90.2
	8 years	13	22	11	20	13	12	7	7	98	105	93.3
	9 years	3	16	7	6	14	10	17	5	73	78	93.6
	10 years	5	11	12	15	7	11	10	3	71	74	95.9
	11 + years	2	9	7	7	11	7	22	5	65	70	92.9
	Total	41	78	52	62	58	46	71	31	408	439	92.9
White	7 years	12	43	15	23	16	13	13	11	135	146	92.5
	8 years	11	22	23	18	10	12	14	7	110	117	94.0
	9 years	11	14	18	5	14	15	11	5	88	93	94.6
	10 years	3	8	6	8	9	7	14	5	55	60	91.7
	11 + years	1	4	2	9	6	13	6	6	41	47	87.2
	Total	38	91	64	63	55	60	58	34	429	463	92.7

Table A9.7. Digit Span - Digits Backward Raw Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		0-2	3	4	5	6	7-11	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	7 years	26.4	26.1	26.1	11.6	7.7	2.1	100.0	3.5	1.5
	8 years	13.4	20.7	37.8	13.9	8.3	5.9	100.0	4.0	1.5
	9 years	16.2	19.4	28.0	12.3	17.3	6.7	100.0	4.2	1.6
	10 years	11.1	17.5	20.5	19.4	18.1	13.4	100.0	4.7	1.9
	11 + years	10.1	15.4	32.1	16.0	12.6	13.8	100.0	4.7	2.1
	Total	17.0	20.9	29.3	14.0	11.8	7.0	100.0	4.1	1.7
RACE OF CHILD	AGE OF CHILD									
Hispanic	7 years	28.0	23.0	28.7	13.2	5.1	1.9	100.0	3.4	1.5
	8 years	16.0	21.3	30.1	25.8	2.9	3.8	100.0	3.9	1.7
	9 years	7.1	30.7	15.2	21.2	25.7		100.0	4.3	1.3
	10 years	6.1	4.2	40.2	28.4	11.5	9.5	100.0	4.6	1.2
	11 + years	10.0	18.0	33.9	7.3	9.9	20.8	100.0	4.7	2.0
	Total	16.7	21.4	28.7	18.5	9.2	5.5	100.0	4.0	1.7
Black	7 years	33.4	25.1	28.8	5.0	3.4	4.3	100.0	3.2	1.7
	8 years	28.7	21.4	23.2	9.7	10.2	6.9	100.0	3.7	1.8
	9 years	19.2	24.9	26.6	12.0	11.3	6.0	100.0	3.9	1.6
	10 years	16.8	20.3	23.3	22.1	6.5	10.9	100.0	4.2	1.8
	11 + years	6.5	22.0	29.5	18.3	11.7	12.1	100.0	4.6	1.9
	Total	22.0	22.8	26.3	12.7	8.4	7.7	100.0	3.9	1.8
White	7 years	23.7	26.9	24.8	13.7	9.7	1.3	100.0	3.6	1.4
	8 years	6.6	20.2	45.2	13.7	8.4	5.8	100.0	4.2	1.3
	9 years	16.1	14.9	30.6	11.2	19.2	8.0	100.0	4.3	1.6
	10 years	8.3	17.2	16.8	16.9	25.5	15.3	100.0	4.9	2.0
	11 + years	13.8	7.9	34.2	16.2	14.4	13.5	100.0	4.8	2.3
	Total	14.7	20.0	30.9	13.9	13.8	6.8	100.0	4.2	1.7

Table A9.3. Digit Span - Digits Backward Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-2	3	4	5	6	7-11	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	7 years	79	74	83	34	15	5	36	290	326	89.0
	8 years	44	55	84	31	17	19	20	250	270	92.6
	9 years	31	39	55	27	28	11	7	191	198	96.5
	10 years	15	25	36	30	19	17	13	142	155	91.6
	11 + years	12	23	37	21	16	23	8	132	140	94.3
	Total	181	216	295	143	95	75	84	1005	1089	92.3
RACE OF CHILD	AGE OF CHILD										
Hispanic	7 years	16	14	17	8	3	1	9	59	68	86.8
	8 years	9	7	15	11	1	2	3	45	48	93.8
	9 years	2	7	5	7	6		–	27	27	100.0
	10 years	1	1	7	3	2	2	5	16	21	76.2
	11 + years	3	4	7	1	2	5	1	22	23	95.7
	Total	31	33	51	30	14	10	18	169	187	90.4
Black	7 years	34	25	27	5	3	3	15	97	112	86.6
	8 years	26	22	24	8	9	7	9	96	105	91.4
	9 years	13	20	21	8	8	5	3	75	78	96.2
	10 years	11	14	16	16	6	7	4	70	74	94.6
	11 + years	4	15	18	14	8	8	3	67	70	95.7
	Total	88	96	106	51	34	30	34	405	439	92.3
White	7 years	29	35	39	21	9	1	12	134	146	91.8
	8 years	9	26	45	12	7	10	8	109	117	93.2
	9 years	16	12	29	12	14	6	4	89	93	95.7
	10 years	3	10	13	11	11	8	4	56	60	93.3
	11 + years	5	4	12	6	6	10	4	43	47	91.5
	Total	62	87	138	62	47	35	32	431	463	93.1

Table A9.9. Digit Span - Total Standard Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		1-4	5-7	8-9	10-11	12-13	14-19	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	7 years	7.0	9.3	30.2	19.0	24.1	10.5	100.0	9.8	3.1
	8 years	3.1	23.7	32.9	23.0	8.5	8.8	100.0	9.3	2.9
	9 years	6.2	29.6	22.5	25.7	12.4	3.6	100.0	8.8	2.7
	10 years	11.5	19.8	18.9	22.7	20.9	6.2	100.0	9.2	3.4
	11 + years	3.4	31.0	26.5	15.0	11.5	12.6	100.0	9.1	3.5
	Total	6.2	21.4	26.9	21.3	15.9	8.4	100.0	9.3	3.1
12 yrs school	7 years	0.7	10.5	29.2	26.3	21.7	11.7	100.0	10.4	2.5
	8 years	3.9	14.3	30.1	25.8	14.0	11.9	100.0	10.0	3.2
	9 years	0.5	15.0	21.2	28.7	16.1	18.5	100.0	10.6	3.2
	10 years	2.5	23.8	15.4	31.3	14.4	12.5	100.0	10.1	3.4
	11 + years	6.2	30.6	32.0	12.6	17.4	1.3	100.0	8.6	2.8
	Total	2.2	15.9	26.2	26.1	17.3	12.3	100.0	10.1	3.0
13 + yrs school	7 years	7.5	4.1	2.2	18.4	18.3	49.6	100.0	12.4	3.8
	8 years	2.2	1.4	32.2	36.2	11.0	16.9	100.0	10.6	2.7
	9 years		19.0	23.9	35.7	13.5	7.9	100.0	9.7	2.4
	10 years		7.2	11.5	7.6	29.7	44.0	100.0	12.6	2.8
	11 + years		13.7	36.7	22.1	17.0	10.5	100.0	10.0	3.0
	Total	3.1	7.6	19.4	25.5	16.4	27.9	100.0	11.1	3.3
MATERNAL AGE AT BIRTH OF CHILD										
< 18 years	7 years	1.6	9.1	33.4	15.2	32.3	8.4	100.0	10.3	2.7
	8 years	2.2	24.4	22.9	24.1	9.5	17.0	100.0	9.9	3.2
	9 years	1.9	23.5	20.1	29.0	14.2	11.3	100.0	9.8	3.1
	10 years	6.5	22.4	21.0	16.7	20.5	12.8	100.0	9.7	3.4
	11 + years	4.0	27.9	29.8	15.6	14.7	8.0	100.0	9.1	3.2
	Total	3.6	22.7	25.1	19.9	17.3	11.5	100.0	9.7	3.2
18-19 years	7 years	3.9	14.3	25.2	31.2	14.7	10.6	100.0	9.8	2.9
	8 years	5.1	14.5	33.7	19.2	16.5	11.0	100.0	9.8	3.4
	9 years	2.8	20.9	22.8	26.9	14.3	12.2	100.0	9.7	3.1
	10 years	5.8	17.6	8.2	45.5	13.3	9.6	100.0	10.2	3.5
	11 + years		20.3	65.2	14.6			100.0	8.3	1.7
	Total	4.2	16.6	25.3	28.0	14.9	11.0	100.0	9.8	3.2
20 + years	7 years	4.1	4.8	23.8	18.7	24.1	24.5	100.0	11.1	3.1
	8 years	1.2	6.5	40.9	44.6	3.6	3.4	100.0	9.8	2.0
	9 years				100.0			100.0	11.0	0.0
	Total	3.2	5.3	28.6	26.3	18.2	18.4	100.0	10.7	2.9

Table A9.10. Digit Span - Total Standard Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-4	5-7	8-9	10-11	12-13	14-19	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	7 years	7	14	34	26	22	6	20	109	129	84.5
	8 years	5	29	33	24	8	9	13	108	121	89.3
	9 years	5	25	16	19	13	2	2	80	82	97.6
	10 years	10	19	9	16	13	2	7	69	76	90.8
	11 + years	3	20	14	14	11	5	7	67	74	90.5
	Total	30	107	106	99	67	24	49	433	482	89.8
12 yrs school	7 years	2	13	44	33	31	20	16	143	159	89.9
	8 years	2	23	29	24	14	14	7	106	113	93.8
	9 years	1	17	22	21	12	12	9	85	94	90.4
	10 years	2	13	12	18	5	7	7	57	64	89.1
	11 + years	4	11	11	8	8	1	4	43	47	91.5
	Total	11	77	118	104	70	54	43	434	477	91.0
13 + yrs school	7 years	1	3	1	5	8	14	4	32	36	88.9
	8 years	1	1	6	10	6	6	5	30	35	85.7
	9 years		3	4	5	3	2	1	17	18	94.4
	10 years		1	1	1	4	4	1	11	12	91.7
	11 + years		2	5	3	3	3	1	16	17	94.1
	Total	2	10	17	24	24	29	12	106	118	89.8
MATERNAL AGE AT BIRTH OF CHILD											
< 18 years	7 years	2	10	25	12	20	6	8	75	83	90.4
	8 years	3	27	21	21	7	14	11	93	104	89.4
	9 years	2	23	17	23	16	7	7	88	95	92.6
	10 years	8	28	21	20	15	10	10	102	112	91.1
	11 + years	7	32	29	25	22	9	12	124	136	91.2
	Total	22	120	113	101	80	46	48	482	530	90.9
18-19 years	7 years	4	13	29	31	17	15	16	109	125	87.2
	8 years	4	19	33	21	17	13	9	107	116	92.2
	9 years	4	25	25	21	12	9	6	96	102	94.1
	10 years	4	6	2	16	7	3	5	38	43	88.4
	11 + years		1	2	1				4	4	100.0
	Total	16	64	91	90	53	40	36	354	390	90.8
20 + years	7 years	4	7	26	21	25	19	16	102	118	86.4
	8 years	1	7	15	16	4	2	5	45	50	90.0
	9 years				1				1	1	100.0
	Total	5	14	41	38	29	21	21	148	169	87.6

Table A9.11. Digit Span - Total Raw Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		0-4	5-7	8-10	11-13	14-16	17-23	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	7 years	9.0	29.4	38.2	18.9	4.5		100.0	8.4	2.9
	8 years	3.1	23.7	49.4	18.7	1.9	3.2	100.0	9.2	2.8
	9 years	2.1	16.2	39.9	33.5	8.2		100.0	9.8	2.7
	10 years	5.4	12.4	32.5	36.8	8.0	4.9	100.0	10.6	3.2
	11 + years	1.3	7.3	27.6	35.4	14.6	13.8	100.0	12.0	4.2
	Total	4.6	19.5	38.7	27.0	6.6	3.6	100.0	9.7	3.3
12 yrs school	7 years	3.1	25.7	44.0	25.1	2.1		100.0	8.9	2.4
	8 years	3.9	14.3	42.4	28.3	5.6	5.5	100.0	9.9	3.1
	9 years		11.2	25.5	38.6	17.2	7.5	100.0	11.6	3.2
	10 years		6.8	34.9	32.8	17.6	7.9	100.0	11.7	3.6
	11 + years	1.2	6.4	40.5	30.6	18.3	3.0	100.0	11.1	2.8
	Total	2.1	15.7	38.6	30.0	9.4	4.2	100.0	10.2	3.2
13 + yrs school	7 years	7.5	6.2	21.2	48.4	13.4	3.2	100.0	10.9	3.5
	8 years	2.2	1.4	62.8	20.4	13.1		100.0	10.3	2.5
	9 years		5.5	37.4	45.1	7.3	4.7	100.0	10.7	2.4
	10 years			18.8	14.7	43.0	23.6	100.0	14.2	3.0
	11 + years			17.1	52.3	20.0	10.5	100.0	12.5	3.3
	Total	3.1	3.4	34.0	38.0	16.0	5.6	100.0	11.2	3.2
MATERNAL AGE AT BIRTH OF CHILD										
< 18 years	7 years	3.5	31.7	36.9	26.7		1.1	100.0	8.9	2.7
	8 years	2.2	24.4	36.1	25.2	8.6	3.5	100.0	9.7	3.1
	9 years		15.6	30.0	38.8	9.1	6.6	100.0	10.8	3.2
	10 years	3.5	7.2	39.1	25.5	18.0	6.6	100.0	11.2	3.4
	11 + years	1.1	5.4	31.3	36.1	17.0	9.1	100.0	11.8	3.7
	Total	2.0	14.7	34.6	30.7	12.0	5.9	100.0	10.7	3.4
18-19 years	7 years	7.1	28.7	42.8	17.2	4.2		100.0	8.4	2.7
	8 years	5.1	14.5	44.7	25.1	5.0	5.5	100.0	9.8	3.2
	9 years	1.3	12.6	32.6	35.3	15.4	2.9	100.0	10.7	3.1
	10 years		11.8	19.8	50.4	8.4	9.6	100.0	11.7	3.8
	11 + years		20.3		79.7			100.0	10.3	1.7
	Total	4.0	17.8	37.5	29.1	7.9	3.7	100.0	9.9	3.3
20 + years	7 years	5.0	17.0	37.3	33.9	6.3	0.5	100.0	9.5	2.8
	8 years	1.2	6.5	72.5	18.7		1.1	100.0	9.5	1.8
	9 years				100.0			100.0	12.0	0.0
	Total	3.9	13.9	47.3	29.7	4.5	0.7	100.0	9.5	2.6

Table A9.12. Digit Span - Total Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0-4	5-7	8-10	11-13	14-16	17-23	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	7 years	10	35	46	16	2		20	109	129	84.5
	8 years	5	29	49	19	3	3	13	108	121	89.3
	9 years	2	15	29	27	7		2	80	82	97.6
	10 years	3	10	25	25	5	1	7	69	76	90.8
	11 + years	1	6	18	21	15	6	7	67	74	90.5
	Total	21	95	167	108	32	10	49	433	482	89.8
12 yrs school	7 years	6	39	58	34	6		16	143	159	89.9
	8 years	2	23	42	27	6	6	7	106	113	93.8
	9 years		10	30	30	9	6	9	85	94	90.4
	10 years		4	23	19	6	5	7	57	64	89.1
	11 + years	1	4	15	13	8	2	4	43	47	91.5
	Total	9	80	168	123	35	19	43	434	477	91.0
13 + yrs school	7 years	1	4	6	14	5	2	4	32	36	88.9
	8 years	1	1	13	10	5		5	30	35	85.7
	9 years		2	5	7	2	1	1	17	18	94.4
	10 years			2	2	4	3	1	11	12	91.7
	11 + years			3	6	4	3	1	16	17	94.1
	Total	2	7	29	39	20	9	12	106	118	89.8
MATERNAL AGE AT BIRTH OF CHILD											
< 18 years	7 years	4	29	24	17		1	8	75	83	90.4
	8 years	3	27	32	20	8	3	11	93	104	89.4
	9 years		15	27	33	9	4	7	88	95	92.6
	10 years	3	9	45	27	12	6	10	102	112	91.1
	11 + years	2	9	36	39	27	11	12	124	136	91.2
	Total	12	89	164	136	56	25	48	482	530	90.9
18-19 years	7 years	7	28	48	19	7		16	109	125	87.2
	8 years	4	19	46	27	6	5	9	107	116	92.2
	9 years	2	15	37	30	9	3	6	96	102	94.1
	10 years		5	7	20	3	3	5	38	43	88.4
	11 + years		1		3				4	4	100.0
	Total	13	68	138	99	25	11	36	354	390	90.8
20 + years	7 years	6	21	39	29	6	1	16	102	118	86.4
	8 years	1	7	27	9		1	5	45	50	90.0
	9 years				1				1	1	100.0
	Total	7	28	66	39	6	2	21	148	169	87.6

Table A9.13. Digit Span - Digits Forward Raw Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		0-3	4	5	6	7	8	9-14	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	7 years	18.9	29.1	13.0	16.2	5.7	5.3	11.7	100.0	5.1	2.2
	8 years	16.0	20.4	20.9	13.9	12.7	5.8	10.2	100.0	5.5	2.0
	9 years	8.9	19.4	21.0	10.3	17.2	12.8	10.3	100.0	5.9	2.0
	10 years	9.2	13.4	9.4	15.5	21.7	13.4	17.4	100.0	6.5	2.2
	11 + years	2.4	20.6	9.9	14.0	14.1	16.8	22.3	100.0	6.8	2.5
	Total	12.5	[illegible]	15.3	14.2	13.5	9.8	13.6	100.0	5.8	2.3
12 yrs school	7 years	9.5	31.7	15.1	15.4	13.1	6.8	8.5	100.0	5.5	1.9
	8 years	9.7	22.5	16.2	20.6	9.8	11.2	10.0	100.0	5.7	2.2
	9 years	2.5	13.9	16.0	9.2	14.7	18.7	24.9	100.0	7.1	2.5
	10 years	2.1	24.1	12.5	10.8	13.9	16.7	19.9	100.0	6.7	2.4
	11 + years	4.3	7.8	5.6	16.5	21.6	31.2	13.0	100.0	6.9	1.8
	Total	6.8	22.9	14.4	15.0	13.4	13.6	13.9	100.0	6.1	2.2
13 + yrs school	7 years	11.0	2.7	7.5	15.1	31.5	11.2	21.0	100.0	6.9	2.1
	8 years	2.1	15.8	23.9	24.3	5.1	17.2	11.7	100.0	6.1	[illegible]
	9 years		20.8	15.8	2.5	28.2	20.2	12.6	100.0	6.8	2.3
	10 years			13.6	16.8	18.6	3.4	47.5	100.0	7.9	2.0
	11 + years		8.1	4.8	24.0	9.1	4.5	49.6	100.0	7.8	2.2
	Total	4.2	9.7	13.5	16.8	19.5	12.7	23.6	100.0	6.9	2.2
MATERNAL AGE AT BIRTH OF CHILD											
< 18 years	7 years	12.9	26.2	10.7	15.2	12.5	8.4	14.2	100.0	5.8	2.2
	8 years	12.4	16.5	13.0	23.8	7.1	14.3	12.9	100.0	6.0	2.1
	9 years	4.9	19.8	19.7	7.2	19.4	14.2	14.7	100.0	6.3	2.1
	10 years	4.2	15.2	13.1	16.4	15.2	17.5	18.5	100.0	6.7	2.2
	11 + years	2.8	13.0	7.5	16.6	15.5	20.0	24.6	100.0	7.1	2.2
	Total	6.7	17.1	12.5	16.1	14.1	15.7	17.7	100.0	6.4	2.2
18-19 years	7 years	16.0	34.5	15.3	16.3	4.5	3.7	9.7	100.0	5.0	2.1
	8 years	12.5	26.8	20.2	13.4	6.4	10.0	10.7	100.0	5.4	2.3
	9 years	4.3	16.5	15.8	9.9	14.9	18.3	20.2	100.0	6.8	2.5
	10 years	6.8	22.6	7.9	6.4	22.5	9.0	24.9	100.0	6.7	2.5
	11 + years		34.8			37.4	27.8		100.0	6.2	1.7
	Total	10.6	26.0	15.9	12.4	10.3	10.3	14.6	100.0	5.8	2.4
20 + years	7 years	9.4	21.5	12.9	15.3	20.9	9.0	10.9	100.0	5.9	2.0
	8 years	5.5	13.5	24.7	24.5	24.1	2.9	4.8	100.0	5.8	1.5
	9 years							100.0	100.0	9.0	0.0
	Total	8.3	19.2	16.2	17.9	21.7	7.3	9.4	100.0	5.9	1.9

Table A9.14. Digit Span - Digits Forward Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0-3	4	5	6	7	8	9-14	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD											
< 12 yrs school	7 years	25	35	17	17	7	6	8	14	115	129	89.1
	8 years	19	28	21	16	12	7	9	9	112	121	92.6
	9 years	11	17	12	7	13	11	9	2	80	82	97.6
	10 years	7	12	12	15	7	8	10	5	71	76	93.4
	11 + years	2	13	8	10	8	13	13	7	67	74	90.5
	Total	64	105	70	65	47	45	49	37	445	482	92.3
12 yrs school	7 years	15	46	21	22	18	10	17	10	149	159	93.7
	8 years	12	26	17	22	10	10	10	6	107	113	94.7
	9 years	4	13	14	8	14	14	19	8	86	94	91.5
	10 years	2	12	7	11	7	10	9	6	58	64	90.6
	11 + years	3	5	3	6	9	9	8	4	43	47	91.5
	Total	36	102	62	69	58	53	63	34	443	477	92.9
13 + yrs	7 years	3	2	2	6	5	4	10	4	32	36	88.9
	8 years	1	4	5	7	2	8	5	3	32	35	91.4
	9 years		3	2	1	5	3	3	1	17	18	94.4
	10 years			2	2	2	1	5		12	12	100.0
	11 + years		1	1	2	2	1	9	1	16	17	94.1
	Total	4	10	12	18	16	17	32	9	109	118	92.4
MATERNAL AGE AT BIRTH OF CHILD												
< 18 years	7 years	12	23	11	8	8	6	10	5	78	83	94.0
	8 years	12	21	14	20	8	11	9	9	95	104	91.3
	9 years	8	18	12	6	18	15	12	6	89	95	93.7
	10 years	7	17	20	22	10	14	15	7	105	112	93.8
	11 + years	5	17	12	18	18	22	32	12	124	136	91.2
	Total	44	96	69	74	62	68	78	39	491	530	92.6
18-19 years	7 years	18	34	15	20	9	5	13	11	114	125	91.2
	8 years	15	29	21	15	8	11	12	5	111	116	95.7
	9 years	8	17	16	10	14	13	18	6	96	102	94.1
	10 years	2	8	2	6	6	6	9	4	39	43	90.7
	11 + years		2			1	1			4	4	100.0
	Total	43	90	54	51	38	36	52	26	364	390	93.3
20 + years	7 years	13	27	14	18	13	9	12	12	106	118	89.8
	8 years	5	8	8	11	8	3	3	4	46	50	92.0
	9 years							1		1	1	100.0
	Total	18	35	22	29	21	12	16	16	153	169	90.5

Table A9.15. Digit Span - Digits Backward Raw Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		0-2	3	4	5	6	7-11	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	7 years	31.2	23.7	31.7	8.7	0.9	3.9	100.0	3.3	1.5
	8 years	11.8	35.4	35.8	9.7	2.2	5.1	100.0	3.7	1.4
	9 years	22.1	15.4	30.1	15.1	16.8	0.5	100.0	3.9	1.4
	10 years	15.3	24.0	17.6	23.6	12.8	6.7	100.0	4.1	1.7
	11 + years	6.9	14.2	24.4	21.7	12.1	20.7	100.0	5.2	2.4
	Total	18.5	23.9	28.8	14.6	7.7	6.5	100.0	3.9	1.8
12 yrs school	7 years	25.3	28.9	24.4	14.5	6.2	0.8	100.0	3.5	1.3
	8 years	13.8	14.6	36.1	15.3	12.2	7.9	100.0	4.3	1.6
	9 years	12.9	20.4	23.3	10.7	20.9	11.7	100.0	4.5	1.7
	10 years	9.1	11.9	23.3	15.8	26.4	13.4	100.0	5.0	2.0
	11 + years	14.0	15.5	39.5	6.8	16.4	7.9	100.0	4.2	1.6
	Total	16.7	20.0	28.5	13.5	14.3	7.1	100.0	4.2	1.7
13 + yrs school	7 years	20.7	21.1	18.9	6.1	30.0	3.1	100.0	4.0	1.9
	8 years	13.5	4.6	51.7	20.2	10.0		100.0	4.0	1.2
	9 years	2.6	28.3	48.0	13.5	4.5	3.1	100.0	4.0	1.0
	10 years		7.2	18.6	16.3		57.9	100.0	6.1	1.8
	11 + years	3.0	16.2	38.7	26.9	4.8	10.5	100.0	4.7	1.9
	Total	11.4	16.0	35.3	14.9	14.2	8.2	100.0	4.3	1.7
MATERNAL AGE AT BIRTH OF CHILD										
< 18 years	7 years	35.5	19.4	29.4	6.8	5.5	3.5	100.0	3.3	1.5
	8 years	16.3	31.9	34.3	3.3	7.0	7.2	100.0	3.7	1.7
	9 years	11.0	15.6	28.6	12.4	25.6	6.8	100.0	4.5	1.6
	10 years	11.6	18.6	21.8	16.6	19.4	12.0	100.0	4.5	1.8
	11 + years	10.3	14.7	31.9	16.4	12.9	13.7	100.0	4.7	2.1
	Total	15.2	19.7	29.1	12.0	14.6	9.5	100.0	4.3	1.9
18-19 years	7 years	30.2	30.3	18.0	11.8	6.4	3.2	100.0	3.4	1.5
	8 years	10.5	17.0	32.1	21.2	12.0	7.2	100.0	4.3	1.5
	9 years	20.1	21.9	27.7	12.3	11.3	6.7	100.0	3.9	1.5
	10 years	10.0	15.2	17.8	25.3	15.2	16.5	100.0	5.0	2.2
	11 + years		48.0	37.4			14.6	100.0	4.1	1.7
	Total	18.6	22.1	25.1	16.5	10.5	7.1	100.0	4.0	1.7
20 + years	7 years	19.1	25.3	31.7	13.5	9.8	0.5	100.0	3.6	1.4
	8 years	15.6	11.5	55.7	13.9	2.3	1.1	100.0	3.8	1.1
	9 years		100.0					100.0	3.0	0.0
	Total	18.0	21.4	38.7	13.6	7.6	0.7	100.0	3.7	1.3

Table A9.16. Digit Span - Digits Backward Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0-2	3	4	5	6	7-11	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	7 years	38	27	34	7	2	2	19	110	129	85.3
	8 years	16	33	40	12	3	6	11	110	121	90.9
	9 years	16	12	26	12	14	1	1	81	82	98.8
	10 years	10	15	18	16	6	4	7	69	76	90.8
	11 + years	5	10	16	13	10	14	6	68	74	91.9
	Total	85	97	134	60	35	27	44	438	482	90.9
12 yrs school	7 years	35	39	41	21	8	1	14	145	159	91.2
	8 years	22	19	32	11	10	13	6	107	113	94.7
	9 years	12	20	23	12	13	9	5	89	94	94.7
	10 years	5	8	15	11	13	7	5	59	64	92.2
	11 + years	5	8	17	5	5	6	1	46	47	97.9
	Total	79	94	128	60	49	36	31	446	477	93.5
13 + yrs school	7 years	6	8	7	5	5	2	3	33	36	91.7
	8 years	5	3	12	8	4		3	32	35	91.4
	9 years	1	6	6	3	1	1		18	18	100.0
	10 years		1	2	2		6	1	11	12	91.7
	11 + years	1	4	4	3	1	3	1	16	17	94.1
	Total	13	22	31	21	11	12	8	110	118	93.2
MATERNAL AGE AT BIRTH OF CHILD											
< 18 years	7 years	29	17	21	5	3	2	6	77	83	92.8
	8 years	20	28	28	6	6	8	8	96	104	92.3
	9 years	9	17	26	16	18	5	4	91	95	95.8
	10 years	11	18	29	19	15	12	8	104	112	92.9
	11 + years	12	21	36	21	16	22	8	128	136	94.1
	Total	81	101	140	67	58	49	34	496	530	93.6
18-19 years	7 years	29	31	27	14	6	2	16	109	125	87.2
	8 years	15	19	35	19	10	10	8	108	116	93.1
	9 years	22	21	29	11	10	6	3	99	102	97.1
	10 years	4	7	7	11	4	5	5	38	43	88.4
	11 + years		2	1			1		4	4	100.0
	Total	70	80	99	55	30	24	32	358	390	91.8
20 + years	7 years	21	26	35	15	6	1	14	104	118	88.1
	8 years	9	8	21	6	1	1	4	46	50	92.0
	9 years		1						1	1	100.0
	Total	30	35	56	21	7	2	18	151	169	89.3

Table A10.1. PIAT Math - Standard Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	5 years old	0.7	16.9	28.1	37.3	15.5	1.5	100.0	99.5	14.8
	6 years old	1.3	6.0	31.6	51.2	8.9	1.0	100.0	101.4	11.2
	7 years old	0.3	5.2	35.7	51.3	7.6		100.0	101.2	10.2
	8 years old	1.0	7.4	37.3	45.9	8.0	0.5	100.0	99.8	11.4
	9 years old	3.3	11.2	34.3	43.4	6.3	1.6	100.0	98.2	13.1
	10 + years	2.6	16.3	34.5	38.3	8.1	0.2	100.0	97.2	13.4
	Total	1.3	10.5	32.9	44.7	9.7	0.8	100.0	99.8	12.6
RACE OF CHILD	AGE OF CHILD									
Hispanic	5 years old	3.5	28.7	28.9	36.5	2.3		100.0	93.2	14.1
	6 years old	3.1	10.1	35.7	50.0	1.0		100.0	97.0	10.8
	7 years old	1.2	10.4	48.3	31.6	8.5		100.0	97.6	11.6
	8 years old	2.2	10.4	46.7	36.3	4.4		100.0	96.6	11.6
	9 years old	4.0	16.4	33.3	32.0	14.4		100.0	96.1	15.3
	10 + years	2.3	29.8	36.9	25.3	5.8		100.0	93.2	12.8
	Total	2.7	17.8	38.1	36.3	5.1		100.0	95.6	12.7
Black	5 years old	1.7	25.7	36.0	30.7	5.9		100.0	93.9	13.5
	6 years old	4.4	11.5	36.4	44.6	3.1		100.0	96.5	11.9
	7 years old	0.6	9.6	46.4	39.8	3.7		100.0	96.6	9.9
	8 years old	2.3	19.7	49.2	21.9	5.7	1.2	100.0	93.6	12.7
	9 years old	1.6	15.1	44.5	38.7			100.0	94.6	11.2
	10 + years	6.0	23.6	44.6	23.6	2.2		100.0	91.5	12.3
	Total	3.1	17.9	42.2	33.2	3.5	0.2	100.0	94.4	12.2
White	5 years old		12.8	25.7	39.4	20.0	2.1	100.0	102.0	14.6
	6 years old		3.6	29.4	53.7	11.9	1.4	100.0	103.6	10.4
	7 years old		2.8	29.8	58.6	8.8		100.0	103.4	9.3
	8 years old	0.2	1.7	30.8	57.5	9.5	0.3	100.0	102.8	9.4
	9 years old	4.0	8.4	29.1	47.5	8.3	2.6	100.0	100.4	13.3
	10 + years		8.3	26.4	51.9	13.0	0.4	100.0	102.2	12.3
	Total	0.4	6.5	28.4	50.7	12.9	1.2	100.0	102.6	11.8

Table A10.2. PIAT Math - Standard Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	5 years old	6	91	141	147	48	3	46	436	482	90.5
	6 years old	11	37	156	197	24	2	21	427	448	95.3
	7 years old	2	24	118	141	19		25	304	329	92.4
	8 years old	4	29	103	91	21	2	18	250	268	93.3
	9 years old	6	23	77	71	10	1	14	188	202	93.1
	10 + years	9	56	109	86	14	1	26	275	301	91.4
	Total	38	260	704	733	136	9	150	1880	2030	92.6
RACE OF CHILD	AGE OF CHILD										
Hispanic	5 years old	3	23	24	30	3		10	83	93	89.2
	6 years old	3	7	29	32	1		11	72	83	86.7
	7 years old	1	5	27	21	4		10	58	68	85.3
	8 years old	1	6	22	15	2		3	46	49	93.9
	9 years old	1	3	9	8	4		3	25	28	89.3
	10 + years	1	12	14	10	2		5	39	44	88.6
	Total	10	56	125	116	16		42	323	365	88.5
Black	5 years old	3	38	53	40	9		12	143	155	92.3
	6 years old	8	18	58	71	4		3	159	162	98.1
	7 years old	1	11	47	44	3		8	106	114	93.0
	8 years old	2	18	47	21	6	1	9	95	104	91.3
	9 years old	1	12	33	29			4	75	79	94.9
	10 + years	8	34	59	33	2		11	136	147	92.5
	Total	23	131	297	238	24	1	47	714	761	93.8
White	5 years old		30	64	77	36	3	24	210	234	89.7
	6 years old		12	69	94	19	2	7	196	203	96.6
	7 years old		8	44	76	12		7	140	147	95.2
	8 years old	1	5	34	55	13	1	6	109	115	94.8
	9 years old	4	8	35	34	6	1	7	88	95	92.6
	10 + years		10	36	43	10	1	10	100	110	90.9
	Total	5	73	282	379	96	8	61	843	904	93.3

Table A10.3. PIAT Math - Percentile Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-19	20-39	40-59	60-79	80-89	90-99	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	5 years old	23.9	16.8	17.2	23.5	10.5	8.1	100.0	49.6	29.6
	6 years old	12.5	17.5	24.2	32.3	9.2	4.2	100.0	53.5	23.4
	7 years old	8.5	23.6	23.7	30.0	10.9	3.3	100.0	52.9	22.9
	8 years old	12.5	23.3	24.5	29.8	5.6	4.3	100.0	49.8	24.3
	9 years old	21.2	18.7	16.9	32.6	7.6	3.0	100.0	47.0	26.1
	10 + years	22.6	21.1	25.7	18.6	7.0	5.0	100.0	44.8	26.9
	Total	16.7	19.8	22.1	27.6	8.8	5.0	100.0	50.1	25.9
RACE OF CHILD	AGE OF CHILD									
Hispanic	5 years old	37.3	18.6	11.8	27.3	3.4	1.5	100.0	38.0	28.0
	6 years old	16.2	27.1	28.1	25.0	2.6	1.0	100.0	44.9	21.8
	7 years old	13.2	38.3	22.8	11.4	9.7	4.6	100.0	44.8	24.4
	8 years old	17.1	25.3	29.0	24.3		4.4	100.0	43.3	23.6
	9 years old	27.2	26.4	9.4	20.0	8.3	8.7	100.0	43.5	30.2
	10 + years	34.2	20.3	26.3	13.4	5.8		100.0	36.9	25.9
	Total	24.1	26.0	21.6	20.8	4.7	2.9	100.0	41.8	25.7
Black	5 years old	34.5	21.2	18.1	18.6	6.4	1.2	100.0	38.3	27.2
	6 years old	22.1	22.7	23.2	26.7	4.6	0.8	100.0	43.9	24.1
	7 years old	17.7	33.4	23.8	19.6	1.8	3.7	100.0	42.4	21.7
	8 years old	28.4	32.9	17.5	13.7	3.6	3.9	100.0	36.3	25.3
	9 years old	25.9	21.4	29.1	22.7	0.9		100.0	39.4	22.8
	10 + years	37.1	22.3	25.2	12.3	1.8	1.3	100.0	33.5	23.5
	Total	28.1	25.2	22.6	18.9	3.4	1.7	100.0	38.9	24.5
White	5 years old	19.1	15.2	17.6	24.5	12.6	11.0	100.0	54.4	29.2
	6 years old	8.8	14.6	24.1	35.1	11.5	5.8	100.0	57.8	22.1
	7 years old	4.3	17.7	23.9	36.7	14.5	2.9	100.0	58.0	21.3
	8 years old	5.1	18.9	26.8	37.4	7.3	4.5	100.0	56.6	21.1
	9 years old	17.8	16.1	11.7	39.7	11.0	3.7	100.0	51.6	26.1
	10 + years	9.4	20.4	26.0	24.3	11.1	8.8	100.0	54.9	25.7
	Total	11.0	16.6	21.9	32.2	11.6	6.6	100.0	55.9	24.7

Table A10.4. PIAT Math - Percentile Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-19	20-39	40-59	60-79	80-89	90-99	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	5 years old	126	86	74	92	34	24	46	436	482	90.5
	6 years old	71	93	103	120	29	11	21	427	448	95.3
	7 years old	37	82	75	78	23	9	25	304	329	92.4
	8 years old	43	65	59	55	16	12	18	250	268	93.3
	9 years old	43	43	39	46	12	5	14	188	202	93.1
	10 + years	79	64	68	44	11	9	26	275	301	91.4
	Total	399	433	418	435	125	70	150	1880	2030	92.6
RACE OF CHILD	AGE OF CHILD										
Hispanic	5 years old	30	15	12	21	3	2	10	83	93	89.2
	6 years old	13	21	19	16	2	1	11	72	83	86.7
	7 years old	7	21	14	9	5	2	10	58	68	85.3
	8 years old	8	12	15	9		2	3	46	49	93.9
	9 years old	6	7	2	5	3	2	3	25	28	89.3
	10 + years	14	7	11	5	2		5	39	44	88.6
	Total	78	83	73	65	15	9	42	323	365	88.5
Black	5 years old	52	30	25	25	9	2	12	143	155	92.3
	6 years old	35	37	37	42	7	1	3	159	162	98.1
	7 years old	18	34	27	22	2	3	8	106	114	93.0
	8 years old	25	33	17	12	4	4	9	95	104	91.3
	9 years old	19	16	23	16	1		4	75	79	94.9
	10 + years	51	31	33	18	2	1	11	136	147	92.5
	Total	200	181	162	135	25	11	47	714	761	93.8
White	5 years old	44	41	37	46	22	20	24	210	234	89.7
	6 years old	23	35	47	62	20	9	7	196	203	96.6
	7 years old	12	27	34	47	16	4	7	140	147	95.2
	8 years old	10	20	27	34	12	6	6	109	115	94.8
	9 years old	18	20	14	25	8	3	7	88	95	92.6
	10 + years	14	26	24	21	7	8	10	100	110	90.9
	Total	121	169	183	235	85	50	61	843	904	93.3

Table A10.5. PIAT Math - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-9	10-14	15-19	20-29	30-39	40-49	50 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD												
	5 years old	119	207	90	22	1			46	439	485	90.5
	6 years old	23	137	139	111	15	3		21	428	449	95.3
	7 years old	2	31	51	134	71	15		25	304	329	92.4
	8 years old		10	14	84	75	61	6	18	250	268	93.3
	9 years old		3	5	29	53	91	7	14	188	202	93.1
	10 + years	2	1	1	18	53	141	60	26	276	302	91.4
	Total	146	389	300	398	268	311	73	150	1885	2035	92.6
RACE OF CHILD	AGE OF CHILD											
Hispanic	5 years old	27	37	18	1				10	83	93	89.2
	6 years old	6	25	28	12	1			11	72	83	86.7
	7 years old	1	5	14	24	11	3		10	58	68	85.3
	8 years old		3	3	15	15	10		3	46	49	93.9
	9 years old			1	4	8	9	3	3	25	28	89.3
	10 + years		1		3	8	19	8	5	39	44	88.6
	Total	34	71	64	59	43	41	11	42	323	365	88.5
Black	5 years old	50	69	24	2	1			12	146	158	92.4
	6 years old	14	57	46	40	3			3	160	163	98.2
	7 years old	1	15	20	51	17	2		8	106	114	93.0
	8 years old		5	9	43	23	12	3	9	95	104	91.3
	9 years old		1	2	13	22	37		4	75	79	94.9
	10 + years			1	14	32	68	21	11	136	147	92.5
	Total	65	147	102	163	98	119	24	47	718	765	93.9
White	5 years old	42	101	48	19				24	210	234	89.7
	6 years old	3	55	65	59	11	3		7	196	203	96.6
	7 years old		11	17	59	43	10		7	140	147	95.2
	8 years old		2	2	26	37	39	3	6	109	115	94.8
	9 years old		2	2	12	23	45	4	7	88	95	92.6
	10 + years	2			1	13	54	31	10	101	111	91.0
	Total	47	171	134	176	127	151	38	61	844	905	93.3

Table A10.6. PIAT Math - Standard Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	5 years old	1.1	28.3	29.4	30.4	10.7		100.0	95.0	15.1
	6 years old	1.7	10.5	42.7	37.9	7.1		100.0	97.5	11.4
	7 years old	0.9	12.1	43.8	40.0	3.1		100.0	96.9	10.6
	8 years old	1.7	8.9	40.9	41.1	6.9	0.5	100.0	98.7	12.3
	9 years old	7.1	15.6	41.5	33.2	2.7		100.0	93.6	13.2
	10 + years	3.2	22.7	36.0	37.0	1.2		100.0	94.1	12.7
	Total	2.3	17.0	38.5	36.5	5.6	0.1	100.0	96.0	12.8
12 yrs school	5 years old	0.6	13.4	28.9	39.5	17.3	0.2	100.0	100.0	13.8
	6 years old	1.3	4.0	29.7	53.7	9.5	1.7	100.0	102.6	11.2
	7 years old		2.4	33.4	57.7	6.6		100.0	102.3	9.4
	8 years old	0.7	7.2	35.9	46.7	9.5		100.0	99.9	10.9
	9 years old	1.6	6.9	33.0	46.2	9.5	2.9	100.0	101.0	12.8
	10 + years	2.6	13.4	33.5	35.6	14.4	0.4	100.0	99.0	14.1
	Total	1.0	7.8	31.7	47.2	11.5	0.8	100.0	101.0	12.1
13 + yrs school	5 years old		9.1	22.3	42.3	18.0	8.3	100.0	105.7	15.4
	6 years old	0.8	4.2	23.6	61.0	10.4		100.0	103.1	9.8
	7 years old		1.2	25.5	51.0	22.3		100.0	106.8	8.6
	8 years old		4.4	31.1	57.3	4.8	2.4	100.0	102.0	10.6
	9 years old		20.9	16.5	60.1	2.6		100.0	98.8	11.2
	10 + years		2.9	36.1	54.1	7.0		100.0	101.7	10.4
	Total	0.2	6.1	25.3	53.1	12.7	2.6	100.0	103.8	11.9
MATERNAL AGE AT BIRTH OF CHILD										
< 20 yrs	5 years old	0.9	15.5	34.1	35.3	13.9	0.3	100.0	98.4	13.6
	6 years old	2.8	7.4	36.1	48.1	4.3	1.2	100.0	98.8	11.5
	7 years old	0.3	5.0	40.3	45.7	8.8		100.0	100.4	10.8
	8 years old	1.3	7.5	38.3	44.5	7.8	0.6	100.0	99.5	11.7
	9 years old	3.3	11.3	34.0	43.6	6.3	1.6	100.0	98.2	13.2
	10 + years	2.6	16.3	34.5	38.3	8.1	0.2	100.0	97.2	13.4
	Total	1.9	10.9	36.1	42.2	8.2	0.6	100.0	98.6	12.5
20-24 yrs	5 years old	0.5	17.8	24.0	38.8	16.6	2.3	100.0	100.3	15.6
	6 years old	0.3	5.2	28.8	53.1	11.7	0.8	100.0	102.9	10.8
	7 years old	0.3	5.4	30.1	58.1	6.1		100.0	102.1	9.4
	8 years old		7.0	33.6	51.0	8.4		100.0	100.7	10.2
	9 years old			100.0				100.0	96.1	3.0
	Total	0.4	9.9	27.8	48.8	12.1	1.1	100.0	101.7	12.5

Table A10.7. PIAT Math - Standard Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	5 years old	3	47	51	44	10		19	155	174	89.1
	6 years old	5	18	60	43	6		11	132	143	92.3
	7 years old	2	15	49	45	2		16	113	129	87.6
	8 years old	2	13	50	35	7	1	10	108	118	91.5
	9 years old	3	14	39	23	3		5	82	87	94.3
	10 + years	5	32	53	39	2		20	131	151	86.8
	Total	20	139	302	229	30	1	81	721	802	89.9
12 yrs school	5 years old	3	37	72	79	28	1	24	220	244	90.2
	6 years old	5	15	80	111	13	2	7	226	233	97.0
	7 years old		8	61	78	10		5	157	162	96.9
	8 years old	2	14	42	38	11		5	107	112	95.5
	9 years old	3	6	32	39	6	1	7	87	94	92.6
	10 + years	4	22	43	32	10	1	3	112	115	97.4
	Total	17	102	330	377	78	5	51	909	960	94.7
13 + yrs school	5 years old		7	16	24	10	2	3	59	62	95.2
	6 years old	1	2	15	39	5		3	62	65	95.4
	7 years old		1	7	17	7		4	32	36	88.9
	8 years old		2	10	18	3	1	3	34	37	91.9
	9 years old		3	4	8	1		1	16	17	94.1
	10 + years		1	12	12	2		3	27	30	90.0
	Total	1	16	64	118	28	3	17	230	247	93.1
MATERNAL AGE AT BIRTH OF CHILD											
< 20 yrs	5 years old	3	39	72	67	21	1	21	203	224	90.6
	6 years old	10	19	78	97	5	1	13	210	223	94.2
	7 years old	1	14	78	85	13		15	191	206	92.7
	8 years old	4	23	86	71	17	2	13	203	216	94.0
	9 years old	6	23	75	71	10	1	14	186	200	93.0
	10 + years	9	56	109	86	14	1	26	275	301	91.4
	Total	33	174	498	477	80	6	102	1268	1370	92.6
20-24 yrs	5 years old	3	52	69	80	27	2	25	233	258	90.3
	6 years old	1	18	78	100	19	1	8	217	225	96.4
	7 years old	1	10	40	56	6		10	113	123	91.9
	8 years old		6	17	20	4		5	47	52	90.4
	9 years old			2					2	2	100.0
	Total	5	86	206	256	56	3	48	612	660	92.7

Table A10.8. PIAT Math - Percentile Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		1-19	20-39	40-59	60-79	80-89	90-99	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	5 years old	35.7	16.0	17.3	15.4	8.9	6.7	100.0	40.9	30.2
	6 years old	17.7	26.3	26.6	21.0	4.5	4.0	100.0	44.8	23.5
	7 years old	16.4	34.1	20.9	23.2	2.3	3.1	100.0	43.2	23.0
	8 years old	14.5	25.5	22.0	27.4	4.8	5.7	100.0	47.7	25.8
	9 years old	30.0	21.3	19.8	24.6	2.9	1.3	100.0	38.3	25.4
	10 + years	29.5	20.5	24.9	19.8	5.1	0.3	100.0	39.2	25.6
	Total	24.2	23.7	22.0	21.3	5.0	3.7	100.0	42.5	26.1
12 yrs school	5 years old	21.2	17.4	18.4	25.3	11.8	6.0	100.0	50.7	28.5
	6 years old	11.7	14.4	22.2	36.3	11.5	3.9	100.0	56.2	23.2
	7 years old	5.3	21.4	26.3	32.0	11.7	3.3	100.0	55.3	21.3
	8 years old	13.2	20.7	29.0	27.6	6.4	3.2	100.0	50.3	23.9
	9 years old	15.2	18.6	13.3	36.4	11.8	4.7	100.0	52.2	25.5
	10 + years	19.5	21.2	26.9	13.3	10.3	8.8	100.0	47.9	28.1
	Total	14.3	18.3	22.6	29.0	10.8	4.9	100.0	52.6	25.4
13 + yrs school	5 years old	13.2	14.8	13.3	31.8	9.0	17.8	100.0	60.7	28.2
	6 years old	6.5	16.3	30.0	32.5	8.9	5.9	100.0	57.2	20.4
	7 years old	1.2	9.7	19.2	38.3	28.1	3.5	100.0	65.7	19.3
	8 years old	4.4	28.3	11.2	46.1	4.6	5.4	100.0	54.1	21.6
	9 years old	20.9	12.4	28.8	35.4	2.6		100.0	48.7	24.3
	10 + years	8.4	23.8	19.4	41.4		7.0	100.0	53.8	22.6
	Total	8.5	16.9	20.2	36.0	10.0	8.4	100.0	58.2	23.7
MATERNAL AGE AT BIRTH OF CHILD										
< 20 yrs	5 years old	22.8	19.2	19.3	22.6	11.8	4.3	100.0	47.6	28.1
	6 years old	16.5	18.3	28.5	30.0	2.8	3.9	100.0	48.1	23.1
	7 years old	9.3	30.3	18.0	29.1	8.1	5.2	100.0	50.8	23.7
	8 years old	14.0	21.7	26.5	27.7	4.9	5.2	100.0	49.2	24.8
	9 years old	21.3	18.5	16.8	32.7	7.7	3.0	100.0	47.0	26.2
	10 + years	22.6	21.1	25.7	18.6	7.0	5.0	100.0	44.8	26.9
	Total	18.1	21.5	22.7	26.1	7.0	4.5	100.0	47.7	25.7
20-24 yrs	5 years old	24.6	15.0	15.8	24.1	9.6	10.8	100.0	51.0	30.6
	6 years old	10.1	17.0	21.6	33.8	13.0	4.4	100.0	56.8	23.0
	7 years old	7.4	15.4	30.8	31.1	14.4	0.9	100.0	55.3	21.6
	8 years old	7.0	29.0	17.6	37.4	7.9	1.2	100.0	52.1	22.5
	9 years old		48.4	51.6				100.0	39.7	7.5
	Total	14.5	17.0	21.0	30.1	11.7	5.7	100.0	54.1	25.8

Table A10.9. PIAT Math - Percentile Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-19	20-39	40-59	60-79	80-89	90-99	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	5 years old	61	30	27	22	9	6	19	155	174	89.1
	6 years old	30	39	28	26	7	2	11	132	143	92.3
	7 years old	22	37	29	22	1	2	16	113	129	87.6
	8 years old	20	28	28	21	6	5	10	108	118	91.5
	9 years old	23	23	17	14	4	1	5	82	87	94.3
	10 + years	43	33	29	21	4	1	20	131	151	86.8
	Total	199	190	158	126	31	17	81	721	802	89.9
12 yrs school	5 years old	56	44	35	55	19	11	24	220	244	90.2
	6 years old	34	44	56	68	18	6	7	226	233	97.0
	7 years old	13	42	38	44	15	5	5	157	162	96.9
	8 years old	21	28	24	23	7	4	5	107	112	95.5
	9 years old	16	16	17	27	7	4	7	87	94	92.6
	10 + years	32	22	32	13	7	6	3	112	115	97.4
	Total	172	196	202	230	73	36	51	909	960	94.7
13 + yrs school	5 years old	9	10	12	15	6	7	3	59	62	95.2
	6 years old	5	9	19	22	4	3	3	62	65	95.4
	7 years old	1	3	7	12	7	2	4	32	36	88.9
	8 years old	2	9	6	11	3	3	3	34	37	91.9
	9 years old	3	3	5	4	1		1	16	17	94.1
	10 + years	3	8	4	10		2	3	27	30	90.0
	Total	23	42	53	74	21	17	17	230	247	93.1
MATERNAL AGE AT BIRTH OF CHILD											
< 20 yrs	5 years old	55	41	41	41	17	8	21	203	224	90.6
	6 years old	40	44	58	58	7	3	13	210	223	94.2
	7 years old	23	57	43	48	13	7	15	191	206	92.7
	8 years old	37	51	48	44	12	11	13	203	216	94.0
	9 years old	43	42	38	46	12	5	14	186	200	93.0
	10 + years	79	64	68	44	11	9	26	275	301	91.4
	Total	277	299	296	281	72	43	102	1268	1370	92.6
20-24 yrs	5 years old	71	45	33	51	17	16	25	233	258	90.3
	6 years old	31	49	45	62	22	8	8	217	225	96.4
	7 years old	14	25	32	30	10	2	10	113	123	91.9
	8 years old	6	14	11	11	4	1	5	47	52	90.4
	9 years old		1	1					2	2	100.0
	Total	122	134	122	154	53	27	48	612	660	92.7

Table A10.10. PIAT Math - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0-9	10-14	15-19	20-29	30-39	40-49	50 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD											
< 12 yrs school	5 years old	59	66	25	5				19	155	174	89.1
	6 years old	12	58	34	26	3			11	133	144	92.4
	7 years old	2	17	26	49	17	2		16	113	129	87.6
	8 years old		5	8	40	28	25	2	10	108	118	91.5
	9 years old		1	4	15	29	30	3	5	82	87	94.3
	10 + years	2		1	9	30	66	24	20	132	152	86.8
	Total	75	147	98	144	107	123	29	81	723	804	89.9
12 yrs school	5 years old	52	111	49	10				24	222	246	90.2
	6 years old	9	66	73	65	10	3		7	226	233	97.0
	7 years old		13	22	71	41	10		5	157	162	96.9
	8 years old		4	6	37	30	28	2	5	107	112	95.5
	9 years old		2	1	10	19	51	4	7	87	94	92.6
	10 + years		1		7	23	56	25	3	112	115	97.4
	Total	61	197	151	200	123	148	31	51	911	962	94.7
13 + yrs school	5 years old	8	28	16	7	1			3	60	63	95.2
	6 years old	2	10	30	18	2			3	62	65	95.4
	7 years old		1	2	13	13	3		4	32	36	88.9
	8 years old		1		7	16	8	2	3	34	37	91.9
	9 years old				3	4	9		1	16	17	94.1
	10 + years				1		16	10	3	27	30	90.0
	Total	10	40	48	49	36	36	12	17	231	248	93.1
MATERNAL AGE AT BIRTH OF CHILD												
< 20 yrs	5 years old	53	101	44	6	1			21	205	226	90.7
	6 years old	16	67	67	57	2	1		13	210	223	94.2
	7 years old	1	20	32	83	42	13		15	191	206	92.7
	8 years old		9	10	71	58	49	6	13	203	216	94.0
	9 years old		3	5	29	51	91	7	14	186	200	93.0
	10 + years	2	1	1	18	53	141	60	26	276	302	91.4
	Total	72	201	159	264	207	295	73	102	1271	1373	92.6
20-24 yrs	5 years old	66	106	46	16				25	234	259	90.3
	6 years old	7	70	72	54	13	2		8	218	226	96.5
	7 years old	1	11	19	51	29	2		10	113	123	91.9
	8 years old		1	4	13	17	12		5	47	52	90.4
	9 years old					2				2	2	100.0
	Total	74	188	141	134	61	16		48	614	662	92.7

Table A11.1. PIAT Reading Recognition - Standard Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	5 years old	0.2	5.3	19.2	34.3	35.4	5.6	100.0	109.8	13.8
	6 years old	0.3	0.7	26.9	61.9	9.8	0.4	100.0	104.1	8.5
	7 years old		3.7	29.6	45.7	20.9	0.2	100.0	104.4	11.2
	8 years old	0.7	7.3	17.9	51.4	22.1	0.6	100.0	106.3	12.9
	9 years old	1.0	9.8	28.3	36.7	22.5	1.8	100.0	102.9	14.1
	10 + years	2.2	12.3	29.4	36.4	17.5	2.3	100.0	100.8	14.6
	Total	0.6	5.6	24.8	45.4	21.6	2.0	100.0	105.2	12.7
RACE OF CHILD	AGE OF CHILD									
Hispanic	5 years old		17.5	33.7	23.4	25.3		100.0	100.7	14.2
	6 years old	2.4	3.8	26.2	62.0	4.4	1.2	100.0	101.9	11.2
	7 years old		4.8	40.7	32.0	20.6	1.9	100.0	102.1	12.3
	8 years old	3.3	13.8	23.8	48.0	7.8	3.3	100.0	100.8	15.3
	9 years old		9.2	30.9	32.4	27.5		100.0	104.0	14.0
	10 + years	9.0	17.1	26.2	23.4	24.3		100.0	97.8	17.0
	Total	2.3	10.9	30.8	37.3	17.7	1.1	100.0	101.1	14.0
Black	5 years old	0.8	4.2	23.8	36.4	31.8	3.0	100.0	107.3	13.5
	6 years old	0.4	0.9	25.0	62.3	10.7	0.7	100.0	104.3	9.1
	7 years old		3.8	39.0	41.3	15.8		100.0	102.2	11.4
	8 years old	1.4	13.2	22.7	47.9	13.9	0.9	100.0	101.3	13.8
	9 years old	3.0	10.6	36.0	37.3	12.1	1.1	100.0	99.3	13.8
	10 + years	2.6	16.3	47.3	22.3	11.5		100.0	95.5	13.5
	Total	1.3	8.0	32.4	41.4	16.0	0.9	100.0	101.7	13.1
White	5 years old		4.1	16.0	35.0	37.7	7.1	100.0	111.6	13.2
	6 years old		0.3	27.7	61.8	10.1	0.1	100.0	104.4	7.8
	7 years old		3.5	24.2	49.5	22.8		100.0	105.6	10.7
	8 years old		3.5	14.8	53.6	28.1		100.0	109.4	11.0
	9 years old	0.2	9.4	24.2	37.0	26.8	2.4	100.0	104.5	13.9
	10 + years	0.5	8.2	16.1	49.8	20.9	4.5	100.0	105.5	13.4
	Total	0.1	3.9	20.9	48.2	24.4	2.6	100.0	107.2	11.9

Table A11.2. PIAT Reading Recognition - Standard Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	5 years old	1	38	95	141	141	14	52	430	482	89.2
	6 years old	3	7	127	242	41	3	26	423	449	94.2
	7 years old		13	103	130	57	1	25	304	329	92.4
	8 years old	3	29	52	119	46	2	17	251	268	93.7
	9 years old	3	20	58	75	34	2	10	192	202	95.0
	10 + years	9	38	99	86	38	3	29	273	302	90.4
	Total	19	145	534	793	357	25	159	1873	2032	92.2
RACE OF CHILD	AGE OF CHILD										
Hispanic	5 years old		16	26	20	18		13	80	93	86.0
	6 years old	2	3	22	40	3	1	12	71	83	85.5
	7 years old		3	23	21	11	1	9	59	68	86.8
	8 years old	2	7	11	20	4	1	4	45	49	91.8
	9 years old		2	7	9	6		4	24	28	85.7
	10 + years	4	6	10	11	9		4	40	44	90.9
	Total	8	37	99	121	51	3	46	319	365	87.4
Black	5 years old	1	7	33	50	44	4	16	139	155	89.7
	6 years old	1	1	42	97	18	1	3	160	163	98.2
	7 years old		4	42	45	17		6	108	114	94.7
	8 years old	1	14	24	45	14	1	5	99	104	95.2
	9 years old	2	7	27	30	8	1	4	75	79	94.9
	10 + years	4	21	64	31	15		12	135	147	91.8
	Total	9	54	232	298	116	7	46	716	762	94.0
White	5 years old		15	36	71	79	10	23	211	234	90.2
	6 years old		3	63	105	20	1	11	192	203	94.6
	7 years old		6	38	64	29		10	137	147	93.2
	8 years old		8	17	54	28		8	107	115	93.0
	9 years old	1	11	24	36	20	1	2	93	95	97.9
	10 + years	1	11	25	44	14	3	13	98	111	88.3
	Total	2	54	203	374	190	15	67	838	905	92.6

Table A11.3. PIAT Reading Recognition - Percentile Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-19	20-39	40-59	60-79	80-89	90-99	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	5 years old	6.1	13.9	9.8	16.7	22.7	30.8	100.0	69.0	26.8
	6 years old	1.3	12.8	36.3	36.4	5.0	8.3	100.0	59.4	17.7
	7 years old	7.8	19.1	19.1	26.1	17.0	11.0	100.0	59.4	24.3
	8 years old	9.9	7.3	17.7	33.6	14.2	17.3	100.0	63.9	25.8
	9 years old	12.8	16.1	24.8	19.8	12.8	13.7	100.0	55.8	27.9
	10 + years	18.5	17.8	19.1	21.0	14.7	9.0	100.0	52.2	29.0
	Total	8.1	14.4	21.3	26.0	14.4	15.8	100.0	60.9	25.5
RACE OF CHILD	AGE OF CHILD									
Hispanic	5 years old	19.4	25.5	16.2	8.8	12.9	17.2	100.0	50.7	29.8
	6 years old	6.2	11.7	40.5	28.5	9.0	4.1	100.0	55.1	21.1
	7 years old	12.8	25.7	23.3	11.2	15.4	11.7	100.0	53.6	26.3
	8 years old	23.8	9.5	10.9	37.9	12.8	5.1	100.0	53.4	29.9
	9 years old	15.7	21.7	14.7	17.4	12.8	17.8	100.0	56.6	28.6
	10 + years	26.1	23.5	8.6	17.6	12.5	11.8	100.0	47.7	32.3
	Total	16.7	19.8	20.5	19.5	12.5	11.0	100.0	52.6	28.0
Black	5 years old	6.8	18.4	8.5	20.4	22.8	23.1	100.0	64.4	27.5
	6 years old	1.7	10.6	38.7	34.1	5.0	9.9	100.0	59.4	18.5
	7 years old	11.7	24.2	18.9	23.6	13.4	8.2	100.0	54.4	25.2
	8 years old	16.3	12.5	20.6	33.8	9.2	7.6	100.0	54.0	27.7
	9 years old	17.0	25.6	17.3	22.0	12.8	5.4	100.0	49.1	27.8
	10 + years	25.7	27.4	18.4	14.7	9.8	3.9	100.0	41.2	27.5
	Total	12.9	19.5	21.1	24.7	11.9	9.9	100.0	53.9	26.8
White	5 years old	4.2	11.2	9.4	16.7	23.8	34.7	100.0	72.6	25.0
	6 years old	0.6	13.7	34.9	38.1	4.5	8.3	100.0	59.9	16.9
	7 years old	5.5	16.2	18.5	29.4	18.5	11.9	100.0	62.2	23.2
	8 years old	4.8	4.7	17.4	32.8	16.7	23.6	100.0	70.0	22.0
	9 years old	10.4	10.8	29.9	19.1	12.7	17.1	100.0	58.8	27.3
	10 + years	11.4	9.2	21.6	26.6	18.8	12.4	100.0	61.6	26.2
	Total	5.0	11.5	21.5	27.4	15.7	18.9	100.0	64.9	23.6

Table A11.4. PIAT Reading Recognition - Percentile Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-19	20-39	40-59	60-79	80-89	90-99	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	5 years old	45	73	41	69	90	112	52	430	482	89.2
	6 years old	13	51	171	132	21	35	26	423	449	94.2
	7 years old	29	68	59	70	45	33	25	304	329	92.4
	8 years old	39	24	45	81	31	31	17	251	268	93.7
	9 years old	30	33	43	43	20	23	10	192	202	95.0
	10 + years	58	63	54	50	29	19	29	273	302	90.4
	Total	214	312	413	445	236	253	159	1873	2032	92.2
RACE OF CHILD	AGE OF CHILD										
Hispanic	5 years old	18	20	12	8	9	13	13	80	93	86.0
	6 years old	5	9	30	19	5	3	12	71	83	85.5
	7 years old	7	15	14	8	9	6	9	59	68	86.8
	8 years old	12	4	6	16	5	2	4	45	49	91.8
	9 years old	4	4	4	5	3	4	4	24	28	85.7
	10 + years	10	9	3	9	6	3	4	40	44	90.9
	Total	56	61	69	65	37	31	46	319	365	87.4
Black	5 years old	11	25	12	28	31	32	16	139	155	89.7
	6 years old	3	18	63	52	8	16	3	160	163	98.2
	7 years old	12	27	21	24	14	10	6	108	114	94.7
	8 years old	17	13	20	32	10	7	5	99	104	95.2
	9 years old	12	18	14	18	9	4	4	75	79	94.9
	10 + years	33	40	24	20	12	6	12	135	147	91.8
	Total	88	141	154	174	84	75	46	716	762	94.0
White	5 years old	16	28	17	33	50	67	23	211	234	90.2
	6 years old	5	24	78	61	8	16	11	192	203	94.6
	7 years old	10	26	24	38	22	17	10	137	147	93.2
	8 years old	10	7	19	33	16	22	8	107	115	93.0
	9 years old	14	11	25	20	8	15	2	93	95	97.9
	10 + years	15	14	27	21	11	10	13	98	111	88.3
	Total	70	110	190	206	115	147	67	838	905	92.6

Table A11.5. PIAT Reading Recognition - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-9	10-14	15-19	20-29	30-39	40-49	50 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD												
	5 years old	113	75	218	22	4	1		52	433	485	89.3
	6 years old	11	21	230	126	32	2	1	26	423	449	94.2
	7 years old		3	27	155	76	36	7	25	304	329	92.4
	8 years old			10	61	92	58	30	17	251	268	93.7
	9 years old				32	52	66	42	10	192	202	95.0
	10 + years			2	22	45	96	108	29	273	302	90.4
	Total	124	99	487	418	301	259	188	159	1876	2035	92.2
RACE OF CHILD	AGE OF CHILD											
Hispanic	5 years old	33	20	23	2	1	1		13	80	93	86.0
	6 years old	5	6	38	20	1	1		12	71	83	85.5
	7 years old		2	2	35	12	7	1	9	59	68	86.8
	8 years old			4	14	15	9	3	4	45	49	91.8
	9 years old				3	6	9	6	4	24	28	85.7
	10 + years				5	8	6	21	4	40	44	90.9
	Total	38	28	67	79	43	33	31	46	319	365	87.4
Black	5 years old	39	22	75	5	1			16	142	158	89.9
	6 years old	2	6	85	50	16		1	3	160	163	98.2
	7 years old			14	56	25	12	1	6	108	114	94.7
	8 years old			5	28	41	19	6	5	99	104	95.2
	9 years old				14	23	27	11	4	75	79	94.9
	10 + years			1	13	26	57	38	12	135	147	91.8
	Total	41	28	180	166	132	115	57	46	719	765	94.0
White	5 years old	41	33	120	15	2			23	211	234	90.2
	6 years old	4	9	107	56	15	1		11	192	203	94.6
	7 years old		1	11	64	39	17	5	10	137	147	93.2
	8 years old			1	19	36	30	21	8	107	115	93.0
	9 years old				15	23	30	25	2	93	95	97.9
	10 + years			1	4	11	33	49	13	98	111	88.3
	Total	45	43	240	173	126	111	100	67	838	905	92.6

Table A11.6. PIAT Reading Recognition - Standard Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	5 years old	0.5	9.5	31.1	40.5	16.2	2.2	100.0	103.2	13.5
	6 years old	1.2	1.5	35.6	56.4	5.0	0.4	100.0	101.4	8.3
	7 years old		9.7	37.2	41.3	11.8		100.0	100.0	11.4
	8 years old	2.0	12.6	27.7	40.5	16.3	0.9	100.0	102.0	14.4
	9 years old	2.5	16.3	33.0	29.3	18.9		100.0	99.0	15.4
	10 + years	2.6	19.5	30.5	30.0	14.8	2.6	100.0	98.3	16.1
	Total	1.4	11.1	32.5	40.4	13.5	1.1	100.0	100.8	13.4
12 yrs school	5 years old		4.8	14.7	35.4	39.5	5.6	100.0	111.1	13.0
	6 years old		0.6	26.0	61.4	11.4	0.4	100.0	105.0	8.5
	7 years old		1.2	28.8	46.4	23.6		100.0	105.8	10.3
	8 years old		4.9	13.9	55.3	25.3	0.5	100.0	108.5	11.7
	9 years old	0.2	6.5	28.3	33.3	28.3	3.4	100.0	105.4	13.4
	10 + years	2.3	6.6	26.1	42.6	19.8	2.6	100.0	103.0	13.5
	Total	0.3	3.5	22.5	46.9	24.6	2.1	100.0	106.8	11.9
13 + yrs school	5 years old			14.0	19.4	54.8	11.8	100.0	116.6	12.0
	6 years old			19.0	70.5	10.5		100.0	105.2	7.8
	7 years old			12.5	55.3	30.6	1.6	100.0	109.3	9.9
	8 years old		2.1	6.9	64.7	26.3		100.0	109.1	9.8
	9 years old			7.8	84.6	7.6		100.0	105.2	6.6
	10 + years		5.6	39.7	38.0	16.7		100.0	102.3	11.4
	Total		0.8	16.3	51.0	28.3	3.5	100.0	109.2	11.2
MATERNAL AGE AT BIRTH OF CHILD										
< 20 yrs	5 years old	0.4	4.3	14.0	38.0	38.2	5.0	100.0	110.7	13.1
	6 years old	0.5	0.8	29.3	59.1	10.3		100.0	103.5	8.5
	7 years old		3.5	33.7	43.4	19.4		100.0	103.5	11.2
	8 years old	0.5	6.4	19.5	51.0	22.3	0.3	100.0	106.4	12.5
	9 years old	1.0	9.8	28.4	36.4	22.6	1.8	100.0	102.9	14.1
	10 + years	2.2	12.3	29.4	36.4	17.5	2.3	100.0	100.8	14.6
	Total	0.9	6.7	25.8	43.5	21.5	1.6	100.0	104.4	13.1
20-24 yrs	5 years old		6.0	22.8	31.7	33.5	6.1	100.0	109.2	14.2
	6 years old	0.2	0.7	25.4	63.7	9.4	0.6	100.0	104.6	8.5
	7 years old		3.9	24.3	48.6	22.8	0.5	100.0	105.5	11.0
	8 years old	1.7	10.8	11.1	53.5	21.2	1.7	100.0	105.8	14.6
	9 years old				100.0			100.0	103.4	2.5
	Total	0.2	3.9	23.2	48.5	21.6	2.6	100.0	106.5	11.9

Table A11.7. PIAT Reading Recognition - Standard Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	5 years old	1	24	51	52	23	2	21	153	174	87.9
	6 years old	3	5	46	67	9	1	13	131	144	91.0
	7 years old		9	44	48	13		15	114	129	88.4
	8 years old	3	16	30	42	17	1	9	109	118	92.4
	9 years old	2	12	31	28	12		2	85	87	97.7
	10 + years	5	26	48	38	15	1	19	133	152	87.5
	Total	14	92	250	275	89	5	79	725	804	90.2
12 yrs school	5 years old		14	36	75	83	9	26	217	243	89.3
	6 years old		2	67	128	24	2	10	223	233	95.7
	7 years old		4	53	63	35		7	155	162	95.7
	8 years old		12	18	56	20	1	5	107	112	95.5
	9 years old	1	7	24	34	20	2	6	88	94	93.6
	10 + years	4	9	39	38	17	2	6	109	115	94.8
	Total	5	48	237	394	199	16	60	899	959	93.7
13 + yrs school	5 years old			8	13	34	3	5	58	63	92.1
	6 years old			14	42	6		3	62	65	95.4
	7 years old			5	19	8	1	3	33	36	91.7
	8 years old		1	4	20	9		3	34	37	91.9
	9 years old			2	12	2		1	16	17	94.1
	10 + years		2	10	9	5		4	26	30	86.7
	Total		3	43	115	64	4	19	229	248	92.3
MATERNAL AGE AT BIRTH OF CHILD											
< 20 yrs	5 years old	1	17	35	74	67	6	24	200	224	89.3
	6 years old	2	4	64	119	21		13	210	223	94.2
	7 years old		8	66	79	38		15	191	206	92.7
	8 years old	1	23	43	99	39	1	10	206	216	95.4
	9 years old	3	20	58	73	34	2	10	190	200	95.0
	10 + years	9	38	99	86	38	3	29	273	302	90.4
	Total	16	110	365	530	237	12	101	1270	1371	92.6
20-24 yrs	5 years old		21	60	67	74	8	28	230	258	89.1
	6 years old	1	3	63	123	20	3	13	213	226	94.2
	7 years old		5	37	51	19	1	10	113	123	91.9
	8 years old	2	6	9	20	7	1	7	45	52	86.5
	9 years old				2				2	2	100.0
	Total	3	35	169	263	120	13	58	603	661	91.2

Table A11.8. PIAT Reading Recognition - Percentile Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		1-19	20-39	40-59	60-79	80-89	90-99	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	5 years old	11.3	23.3	12.1	22.2	19.4	11.7	100.0	56.5	27.7
	6 years old	2.9	17.8	43.3	30.2	3.9	1.9	100.0	53.5	17.2
	7 years old	18.3	23.2	18.3	21.8	11.9	6.6	100.0	49.9	25.5
	8 years old	19.5	9.5	21.5	25.0	11.1	13.4	100.0	54.8	28.8
	9 years old	23.0	15.8	26.0	13.7	12.0	9.6	100.0	48.0	29.8
	10 + years	30.5	16.9	12.3	15.2	16.5	8.5	100.0	46.8	31.4
	Total	17.0	18.2	21.8	21.8	12.7	8.5	100.0	51.9	27.2
12 yrs school	5 years old	5.1	10.9	9.6	14.8	27.1	32.5	100.0	71.9	25.2
	6 years old	1.0	11.4	32.3	38.6	6.5	10.2	100.0	61.1	17.7
	7 years old	3.2	18.6	19.4	29.6	17.8	11.4	100.0	62.5	22.4
	8 years old	4.9	6.8	16.4	37.2	14.8	20.0	100.0	68.4	23.1
	9 years old	7.8	17.7	22.4	18.5	14.7	18.9	100.0	60.4	27.1
	10 + years	10.0	15.7	25.3	26.6	11.9	10.5	100.0	56.7	26.4
	Total	4.6	13.0	20.8	27.8	15.8	17.9	100.0	64.3	23.8
13 + yrs school	5 years old	0.5	8.0	6.7	14.2	12.5	58.1	100.0	80.7	21.7
	6 years old		11.0	39.6	37.4	1.6	10.5	100.0	61.6	16.4
	7 years old		12.5	20.7	21.9	26.2	18.7	100.0	70.1	20.8
	8 years old	3.5	4.0	12.5	40.4	21.4	18.3	100.0	70.6	19.8
	9 years old		2.9	37.5	49.5	7.4	2.7	100.0	62.6	15.2
	10 + years	5.6	28.6	21.6	21.2	17.7	5.2	100.0	55.3	25.3
	Total	1.1	10.7	22.3	28.2	12.9	24.9	100.0	68.8	21.8
MATERNAL AGE AT BIRTH OF CHILD										
< 20 yrs	5 years old	6.0	10.7	7.9	18.8	27.7	29.0	100.0	71.5	25.2
	6 years old	1.8	13.8	40.0	32.8	4.2	7.4	100.0	57.9	18.0
	7 years old	7.7	23.3	19.0	25.6	15.1	9.1	100.0	57.5	24.4
	8 years old	9.3	7.2	18.6	35.3	12.9	16.6	100.0	64.1	25.1
	9 years old	12.8	16.2	24.7	19.7	12.8	13.7	100.0	55.7	28.0
	10 + years	18.5	17.8	19.1	21.0	14.7	9.0	100.0	52.2	29.0
	Total	10.1	14.8	21.2	25.4	14.6	13.9	100.0	59.4	26.3
20-24 yrs	5 years old	6.1	16.1	11.2	15.3	19.2	32.1	100.0	67.3	27.7
	6 years old	1.0	12.2	33.9	38.7	5.5	8.9	100.0	60.3	17.5
	7 years old	7.8	13.8	19.2	26.6	19.2	13.3	100.0	61.9	24.0
	8 years old	12.4	7.9	13.5	26.1	19.6	20.4	100.0	63.1	28.4
	9 years old			51.6	48.4			100.0	58.3	6.5
	Total	4.9	13.6	21.4	27.0	14.1	19.0	100.0	63.4	23.9

Table A11.9. PIAT Reading Recognition - Percentile Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-19	20-39	40-59	60-79	80-89	90-99	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	5 years old	29	40	15	30	23	16	21	153	174	87.9
	6 years old	9	18	62	31	6	5	13	131	144	91.0
	7 years old	21	27	23	24	12	7	15	114	129	88.4
	8 years old	25	11	23	30	8	12	9	109	118	92.4
	9 years old	19	16	22	14	7	7	2	85	87	97.7
	10 + years	40	30	23	20	12	8	19	133	152	87.5
	Total	143	142	168	149	68	55	79	725	804	90.2
12 yrs school	5 years old	15	29	22	32	53	66	26	217	243	89.3
	6 years old	4	27	81	76	13	22	10	223	233	95.7
	7 years old	7	36	29	38	25	20	7	155	162	95.7
	8 years old	12	11	17	37	16	14	5	107	112	95.5
	9 years old	10	15	17	20	11	15	6	88	94	93.6
	10 + years	15	24	27	24	9	10	6	109	115	94.8
	Total	63	142	193	227	127	147	60	899	959	93.7
13 + yrs school	5 years old	1	4	4	7	13	29	5	58	63	92.1
	6 years old		6	25	23	2	6	3	62	65	95.4
	7 years old		5	7	8	8	5	3	33	36	91.7
	8 years old	2	2	5	13	7	5	3	34	37	91.9
	9 years old		1	4	8	2	1	1	16	17	94.1
	10 + years	2	7	4	5	7	1	4	26	30	86.7
	Total	5	25	49	64	39	47	19	229	248	92.3
MATERNAL AGE AT BIRTH OF CHILD											
< 20 yrs	5 years old	23	26	17	36	47	51	24	200	224	89.3
	6 years old	8	26	88	62	12	14	13	210	223	94.2
	7 years old	20	42	37	44	26	22	15	191	206	92.7
	8 years old	31	19	36	71	24	25	10	206	216	95.4
	9 years old	30	33	42	42	20	23	10	190	200	95.0
	10 + years	58	63	54	50	29	19	29	273	302	90.4
	Total	170	209	274	305	158	154	101	1270	1371	92.6
20-24 yrs	5 years old	22	47	24	33	43	61	28	230	258	89.1
	6 years old	5	25	83	70	9	21	13	213	226	94.2
	7 years old	9	26	22	26	19	11	10	113	123	91.9
	8 years old	8	5	9	10	7	6	7	45	52	86.5
	9 years old			1	1				2	2	100.0
	Total	44	103	139	140	78	99	58	603	661	91.2

Table A11.10. PIAT Reading Recognition - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0-9	10-14	15-19	20-29	30-39	40-49	50 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD											
< 12 yrs school	5 years old	64	31	53	3	1	1		21	153	174	87.9
	6 years old	8	9	75	33	5	1		13	131	144	91.0
	7 years old		3	19	60	21	11		15	114	129	88.4
	8 years old			5	38	39	16	11	9	109	118	92.4
	9 years old				21	24	26	14	2	85	87	97.7
	10 + years			2	11	29	46	45	19	133	152	87.5
	Total	72	43	154	166	119	101	70	79	725	804	90.2
12 yrs school	5 years old	44	40	122	12	2			26	220	246	89.4
	6 years old	3	9	118	69	22	1	1	10	223	233	95.7
	7 years old			8	79	43	19	6	7	155	162	95.7
	8 years old			4	19	41	29	14	5	107	112	95.5
	9 years old				10	25	27	26	6	88	94	93.6
	10 + years				10	13	39	47	6	109	115	94.8
	Total	47	49	252	199	146	115	94	60	902	962	93.8
13 + yrs school	5 years old	5	4	41	7	1			5	58	63	92.1
	6 years old		3	34	21	4			3	62	65	95.4
	7 years old				15	12	5	1	3	33	36	91.7
	8 years old			1	4	12	12	5	3	34	37	91.9
	9 years old					2	12	2	1	16	17	94.1
	10 + years				1	1	10	14	4	26	30	86.7
	Total	5	7	76	48	32	39	22	19	229	248	92.3
MATERNAL AGE AT BIRTH OF CHILD												
< 20 yrs	5 years old	45	35	112	8	1	1		24	202	226	89.4
	6 years old	7	8	110	67	17		1	13	210	223	94.2
	7 years old		2	22	88	50	25	4	15	191	206	92.7
	8 years old			6	51	75	49	25	10	206	216	95.4
	9 years old				32	51	65	42	10	190	200	95.0
	10 + years			2	22	45	96	108	29	273	302	90.4
	Total	52	45	252	268	239	236	180	101	1272	1373	92.6
20-24 yrs	5 years old	68	40	106	14	3			28	231	259	89.2
	6 years old	4	13	120	59	15	2		13	213	226	94.2
	7 years old		1	5	67	26	11	3	10	113	123	91.9
	8 years old			4	10	17	9	5	7	45	52	86.5
	9 years old					1	1			2	2	100.0
	Total	72	54	235	150	62	23	8	58	604	662	91.2

Table A12.1. PIAT Reading Comprehension - Standard Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	5 years old			0.2	30.2	59.7	10.0	100.0	121.6	6.2
	6 years old			13.2	69.2	15.9	1.7	100.0	107.8	7.8
	7 years old		4.5	26.9	47.6	17.4	3.6	100.0	105.2	11.5
	8 years old	0.6	6.5	19.2	42.0	31.7		100.0	106.6	12.8
	9 years old	0.9	9.1	32.8	42.8	14.4		100.0	100.8	12.4
	10 + years	1.9	15.3	30.1	37.1	15.7		100.0	99.4	13.6
	Total	0.6	6.0	21.3	46.5	23.4	2.2	100.0	106.1	12.8
RACE OF CHILD	AGE OF CHILD									
Hispanic	5 years old			3.7	32.9	56.9	6.6	100.0	119.6	7.5
	6 years old			19.2	74.6	3.2	3.1	100.0	106.0	7.4
	7 years old			26.3	46.9	23.4	3.5	100.0	108.1	11.0
	8 years old	1.9	14.8	25.3	28.4	29.7		100.0	101.7	14.7
	9 years old		3.6	46.2	29.5	20.7		100.0	101.3	13.2
	10 + years	4.4	22.4	37.3	28.7	7.3		100.0	92.7	14.0
	Total	1.3	7.9	28.2	42.1	18.8	1.8	100.0	103.1	13.8
Black	5 years old				37.3	53.3	9.4	100.0	121.2	6.5
	6 years old			11.8	65.4	16.9	5.8	100.0	108.8	8.9
	7 years old		4.8	36.0	44.5	13.8	0.9	100.0	102.5	10.9
	8 years old	1.5	14.0	29.8	38.3	16.3		100.0	100.0	13.7
	9 years old	2.9	8.2	39.0	45.9	4.0		100.0	98.0	11.8
	10 + years	2.6	23.8	37.2	29.4	7.0		100.0	94.4	13.2
	Total	1.4	10.7	29.0	43.1	14.0	1.8	100.0	101.6	13.6
White	5 years old				28.7	61.1	10.3	100.0	121.8	6.1
	6 years old			12.9	69.9	17.2		100.0	107.6	7.4
	7 years old		5.0	23.8	48.8	17.8	4.6	100.0	105.8	11.6
	8 years old		1.7	13.5	45.7	39.1		100.0	110.3	10.4
	9 years old		10.4	27.9	43.2	18.5		100.0	102.1	12.4
	10 + years	0.8	7.6	23.4	44.3	23.8		100.0	104.2	11.7
	Total	0.1	3.8	17.0	48.6	28.1	2.4	100.0	108.4	11.7

Table A12.2. PIAT Reading Comprehension - Standard Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	5 years old			1	38	74	9	68	122	190	64.2
	6 years old			46	173	41	6	71	266	337	78.9
	7 years old		10	84	118	43	8	60	263	323	81.4
	8 years old	2	25	51	90	55		44	223	267	83.5
	9 years old	2	21	61	68	24		26	176	202	87.1
	10 + years	8	48	91	87	27		41	261	302	86.4
	Total	12	104	334	574	264	23	310	1311	1621	80.9
RACE OF CHILD	AGE OF CHILD										
Hispanic	5 years old			1	5	[illegible]	1	16	15	31	48.4
	6 years old			11	29	2	1	19	43	62	69.4
	7 years old			13	23	9	1	19	46	65	70.8
	8 years old	1	7	12	11	8		10	39	49	79.6
	9 years old		1	10	6	5		6	22	28	78.6
	10 + years	2	9	12	11	4		6	38	44	86.4
	Total	3	17	59	85	36	3	76	203	279	72.8
Black	5 years old				12	18	3	21	33	54	61.1
	6 years old			13	70	17	5	23	105	128	82.0
	7 years old		4	35	41	13	1	20	94	114	82.5
	8 years old	1	12	26	35	15		14	89	103	86.4
	9 years old	2	6	24	32	4		11	68	79	86.1
	10 + years	4	28	48	39	8		20	127	147	86.4
	Total	7	50	146	229	75	9	109	516	625	82.6
White	5 years old				21	48	5	31	74	105	70.5
	6 years old			22	74	22		29	118	147	80.3
	7 years old		6	36	54	21	6	21	123	144	85.4
	8 years old		6	13	44	32		20	95	115	82.6
	9 years old		14	27	30	15		9	86	95	90.5
	10 + years	2	11	31	37	15		15	96	111	86.5
	Total	2	37	129	260	153	11	125	592	717	82.6

Table A12.3. PIAT Reading Comprehension - Percentile Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		1-19	20-39	40-59	60-79	80-89	90-99	TOTAL	MEAN	STD DEV
AGE OF CHILD										
	5 years old		0.2			30.4	69.4	100.0	90.7	6.4
	6 years old		5.6	25.9	49.1	9.9	9.5	100.0	67.4	14.9
	7 years old	4.5	16.9	23.7	30.3	12.7	11.8	100.0	60.3	23.5
	8 years old	8.7	9.9	16.8	28.4	16.7	19.4	100.0	64.0	26.0
	9 years old	16.1	16.5	30.3	15.8	13.6	7.7	100.0	52.0	26.3
	10 + years	20.3	18.3	14.2	29.3	12.2	5.7	100.0	49.8	27.8
	Total	8.3	11.9	19.5	28.5	14.7	17.2	100.0	62.6	25.4
RACE OF CHILD	AGE OF CHILD									
Hispanic	5 years old		3.7			37.9	58.4	100.0	87.9	11.4
	6 years old		9.4	27.1	55.5	3.2	4.8	100.0	64.0	14.0
	7 years old		8.3	25.4	37.8	10.5	18.0	100.0	66.0	20.7
	8 years old	18.6	16.1	17.8	13.9	22.2	11.4	100.0	54.2	29.9
	9 years old	16.5	33.3		29.5		20.7	100.0	51.9	28.8
	10 + years	30.6	21.9	17.2	23.0	5.3	2.0	100.0	37.2	27.1
	Total	12.0	15.8	17.8	30.5	10.4	13.5	100.0	56.8	27.2
Black	5 years old					37.3	62.7	100.0	90.1	6.4
	6 years old		3.2	26.5	44.7	11.1	14.5	100.0	68.9	15.4
	7 years old	4.8	25.3	25.0	24.5	13.5	7.0	100.0	54.7	23.8
	8 years old	20.7	14.4	26.2	20.8	4.4	13.6	100.0	50.5	28.2
	9 years old	14.8	25.0	27.4	22.3	8.3	2.2	100.0	46.6	24.6
	10 + years	31.9	24.1	16.1	19.0	7.1	1.7	100.0	39.3	26.7
	Total	14.9	17.4	22.0	24.4	10.4	10.8	100.0	53.5	27.3
White	5 years old					28.7	71.3	100.0	91.0	6.0
	6 years old		6.0	25.5	50.0	10.2	8.2	100.0	67.3	14.7
	7 years old	5.0	15.2	23.1	31.3	12.8	12.7	100.0	61.5	23.4
	8 years old	1.7	7.0	12.4	34.1	21.5	23.3	100.0	71.7	20.8
	9 years old	16.6	10.1	36.0	10.7	18.1	8.5	100.0	54.7	26.3
	10 + years	9.9	13.4	12.2	38.0	17.2	9.3	100.0	59.9	24.7
	Total	4.9	8.9	18.6	29.9	17.2	20.4	100.0	67.3	23.1

Table A12.4. PIAT Reading Comprehension - Percentile Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-19	20-39	40-59	60-79	80-89	90-99	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD											
	5 years old		1			39	82	68	122	190	64.2
	6 years old		16	77	119	25	29	71	266	337	78.9
	7 years old	10	55	64	74	30	30	60	263	323	81.4
	8 years old	32	29	43	53	32	34	44	223	267	83.5
	9 years old	33	33	44	31	20	15	26	176	202	87.1
	10 + years	65	59	43	63	21	10	41	261	302	86.4
	Total	140	193	271	340	167	200	310	1311	1621	80.9
RACE OF CHILD	AGE OF CHILD										
Hispanic	5 years old		1			6	8	16	15	31	48.4
	6 years old		5	14	20	2	2	19	43	62	69.4
	7 years old		5	12	18	4	7	19	46	65	70.8
	8 years old	9	8	7	5	6	4	10	39	49	79.6
	9 years old	4	7		6		5	6	22	28	78.6
	10 + years	12	7	6	9	3	1	6	38	44	86.4
	Total	25	33	39	58	21	27	76	203	279	72.8
Black	5 years old					12	21	21	33	54	61.1
	6 years old		4	28	47	13	13	23	105	128	82.0
	7 years old	4	24	24	22	13	7	20	94	114	82.5
	8 years old	17	13	24	18	5	12	14	89	103	86.4
	9 years old	10	15	19	15	7	2	11	68	79	86.1
	10 + years	38	32	22	25	8	2	20	127	147	86.4
	Total	69	88	117	127	58	57	109	516	625	82.6
White	5 years old					21	53	31	74	105	70.5
	6 years old		7	35	52	10	14	29	118	147	80.3
	7 years old	6	26	28	34	13	16	21	123	144	85.4
	8 years old	6	8	12	30	21	18	20	95	115	82.6
	9 years old	19	11	25	10	13	8	9	86	95	90.5
	10 + years	15	20	15	29	10	7	15	96	111	86.5
	Total	46	72	115	155	88	116	125	592	717	82.6

Table A12.5. PIAT Reading Comprehension - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		0-9	10-14	15-19	20-29	30-39	40-49	50 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD												
	5 years old	113	75	210	16	2	1		68	417	485	86.0
	6 years old	11	21	233	94	14	5		71	378	449	84.2
	7 years old		3	43	134	51	33	5	60	269	329	81.8
	8 years old			14	69	62	69	10	44	224	268	83.6
	9 years old				46	44	68	18	26	176	202	87.1
	10 + years			2	29	52	99	79	41	261	302	86.4
	Total	124	99	502	388	225	275	112	310	1725	2035	84.8
RACE OF CHILD	AGE OF CHILD											
Hispanic	5 years old	33	20	22		1	1		16	77	93	82.8
	6 years old	5	6	39	13	1			19	64	83	77.1
	7 years old		2	2	28	10	7		19	49	68	72.1
	8 years old			3	15	10	11		10	39	49	79.6
	9 years old				5	6	6	5	6	22	28	78.6
	10 + years				6	8	14	10	6	38	44	86.4
	Total	38	28	66	67	36	39	15	76	289	365	79.2
Black	5 years old	39	22	71	4	1			21	137	158	86.7
	6 years old	2	6	83	43	4	2		23	140	163	85.9
	7 years old			22	44	18	10		20	94	114	82.5
	8 years old			7	35	26	20	2	14	90	104	86.5
	9 years old				16	21	28	3	11	68	79	86.1
	10 + years			1	17	32	46	31	20	127	147	86.4
	Total	41	28	184	159	102	106	36	109	656	765	85.8
White	5 years old	41	33	117	12				31	203	234	86.8
	6 years old	4	9	111	38	9	3		29	174	203	85.7
	7 years old		1	19	62	23	16	5	21	126	147	85.7
	8 years old			4	19	26	38	8	20	95	115	82.6
	9 years old				25	17	34	10	9	86	95	90.5
	10 + years			1	6	12	39	38	15	96	111	86.5
	Total	45	43	252	162	87	130	61	125	780	905	86.2

Table A12.6. PIAT Reading Comprehension - Standard Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	5 years old			1.1	50.5	36.8	11.6	100.0	119.2	7.3
	6 years old			18.8	67.1	12.4	1.7	100.0	106.4	7.3
	7 years old		9.8	34.2	43.8	12.2		100.0	101.2	10.9
	8 years old	1.8	10.2	22.7	37.1	28.2		100.0	103.5	14.5
	9 years old	2.6	15.2	41.8	33.6	6.8		100.0	96.3	12.4
	10 + years	4.0	20.1	29.5	34.4	12.1		100.0	96.3	14.5
	Total	1.7	11.2	27.5	42.7	15.9	0.9	100.0	101.6	13.6
12 yrs school	5 years old				30.8	63.0	6.2	100.0	121.1	5.7
	6 years old			13.2	68.6	16.5	1.7	100.0	107.8	7.8
	7 years old		0.5	24.0	54.0	15.2	6.3	100.0	107.1	10.9
	8 years old		4.9	20.2	42.1	32.8		100.0	107.5	11.8
	9 years old		6.4	31.8	43.2	18.7		100.0	102.8	11.9
	10 + years	0.4	12.8	28.3	39.5	19.0		100.0	101.4	12.5
	Total	0.1	3.8	20.0	49.2	24.5	2.4	100.0	107.4	11.7
13 + yrs school	5 years old				16.0	67.2	16.8	100.0	124.0	5.8
	6 years old			3.7	75.2	21.0		100.0	109.8	7.8
	7 years old		10.2	20.9	29.3	39.5		100.0	106.1	12.9
	8 years old		3.2	7.6	51.5	37.7		100.0	110.8	9.8
	9 years old			5.1	76.3	18.6		100.0	107.3	7.7
	10 + years		3.4	38.1	39.8	18.7		100.0	104.1	10.7
	Total		2.9	11.2	45.1	37.1	3.7	100.0	111.5	11.7
MATERNAL AGE AT BIRTH OF CHILD										
< 20 yrs	5 years old			0.4	32.9	60.0	6.7	100.0	120.7	6.0
	6 years old			15.6	67.5	15.3	1.6	100.0	107.2	7.7
	7 years old		4.8	26.9	49.0	12.6	6.7	100.0	105.2	12.2
	8 years old	0.6	5.5	20.9	38.1	34.9		100.0	107.2	12.8
	9 years old	0.9	9.2	32.7	43.0	14.3		100.0	100.8	12.4
	10 + years	1.9	15.3	30.1	37.1	15.7		100.0	99.4	13.6
	Total	0.8	7.7	24.6	43.6	21.6	1.7	100.0	104.5	13.2
20-24 yrs	5 years old				28.2	59.5	12.4	100.0	122.2	6.3
	6 years old			11.5	70.3	16.3	1.8	100.0	108.2	7.9
	7 years old		4.2	26.9	46.0	23.0		100.0	105.1	10.6
	8 years old	0.9	10.0	12.9	56.8	19.4		100.0	103.9	12.5
	9 years old			51.6		48.4		100.0	105.7	9.0
	Total	0.1	2.4	14.1	53.0	27.3	3.2	100.0	109.6	11.2

Table A12.7. PIAT Reading Comprehension - Standard Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	5 years old			1	12	10	2	25	25	50	50.0
	6 years old			19	45	11	1	24	76	100	76.0
	7 years old		6	34	47	11		27	98	125	78.4
	8 years old	2	14	24	39	17		22	96	118	81.4
	9 years old	2	12	33	22	8		10	77	87	88.5
	10 + years	7	29	43	38	9		26	126	152	82.9
	Total	11	61	154	203	66	3	134	498	632	78.8
12 yrs school	5 years old				19	44	4	35	67	102	65.7
	6 years old			24	97	25	4	34	150	184	81.5
	7 years old		2	44	61	20	8	25	135	160	84.4
	8 years old		9	24	37	23		18	93	111	83.8
	9 years old		8	25	35	13		13	81	94	86.2
	10 + years	1	17	37	39	14		7	108	115	93.9
	Total	1	36	154	288	139	16	132	634	766	82.8
13 + yrs school	5 years old				6	19	3	8	28	36	77.8
	6 years old			3	28	5		12	36	48	75.0
	7 years old		2	5	10	11		8	28	36	77.8
	8 years old		2	3	13	15		4	33	37	89.2
	9 years old			1	11	3		2	15	17	88.2
	10 + years		1	8	9	4		8	22	30	73.3
	Total		5	20	77	57	3	42	162	204	79.4
MATERNAL AGE AT BIRTH OF CHILD											
< 20 yrs	5 years old			1	21	33	5	32	60	92	65.2
	6 years old			25	89	19	3	35	136	171	79.5
	7 years old		6	51	74	24	8	38	163	201	81.1
	8 years old	1	18	44	71	47		34	181	215	84.2
	9 years old	2	21	60	68	23		26	174	200	87.0
	10 + years	8	48	91	87	27		41	261	302	86.4
	Total	11	93	272	410	173	16	206	975	1181	82.6
20-24 yrs	5 years old				17	41	4	36	62	98	63.3
	6 years old			21	84	22	3	36	130	166	78.3
	7 years old		4	33	44	19		22	100	122	82.0
	8 years old	1	7	7	19	8		10	42	52	80.8
	9 years old			1		1			2	2	100.0
	Total	1	11	62	164	91	7	104	336	440	76.4

Table A12.8. PIAT Reading Comprehension - Percentile Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		1-19	20-39	40-59	60-79	80-89	90-99	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD									
< 12 yrs school	5 years old		1.1			50.5	48.4	100.0	87.5	8.2
	6 years old		6.3	33.4	45.2	8.8	6.3	100.0	64.6	14.6
	7 years old	9.8	23.4	20.9	28.8	11.0	6.0	100.0	52.4	24.1
	8 years old	14.7	13.1	19.0	22.3	16.7	14.3	100.0	57.7	28.9
	9 years old	21.7	31.4	21.9	14.1	5.7	5.2	100.0	42.3	25.6
	10 + years	28.8	19.2	11.8	27.3	8.4	4.6	100.0	43.8	28.9
	Total	15.2	17.5	19.1	26.1	12.6	9.6	100.0	53.8	27.4
12 yrs school	5 years old					30.8	69.2	100.0	90.5	5.9
	6 years old		6.2	24.3	49.5	11.9	8.1	100.0	67.5	14.9
	7 years old	0.5	12.9	27.8	34.2	11.1	13.4	100.0	64.1	21.0
	8 years old	6.2	9.2	16.6	31.5	14.0	22.4	100.0	65.7	24.4
	9 years old	15.1	9.6	31.3	15.9	20.1	7.9	100.0	56.1	25.9
	10 + years	15.1	15.6	16.7	30.3	16.5	5.7	100.0	54.0	26.5
	Total	5.5	9.4	20.9	30.6	15.9	17.8	100.0	65.4	23.3
13 + yrs school	5 years old					16.9	83.1	100.0	93.1	5.2
	6 years old		2.2	18.6	55.4	2.8	21.0	100.0	71.8	14.0
	7 years old	10.2	17.9	12.7	16.7	25.2	17.4	100.0	62.2	27.5
	8 years old	3.2	4.9	12.9	29.7	27.4	21.9	100.0	73.4	20.4
	9 years old			54.5	22.7	7.0	15.8	100.0	66.4	15.3
	10 + years	6.9	27.1	10.0	34.9	9.2	11.8	100.0	58.2	22.8
	Total	3.3	8.0	15.0	25.6	15.6	32.6	100.0	72.7	22.1
MATERNAL AGE AT BIRTH OF CHILD										
< 20 yrs	5 years old		0.4			32.9	66.7	100.0	89.9	6.8
	6 years old		6.8	30.9	41.0	15.2	6.0	100.0	66.2	15.3
	7 years old	4.8	18.6	18.1	35.8	12.4	10.3	100.0	60.0	23.8
	8 years old	7.7	10.2	17.6	26.0	15.0	23.5	100.0	65.1	25.8
	9 years old	16.1	16.6	30.2	15.8	13.5	7.8	100.0	52.0	26.3
	10 + years	20.3	18.3	14.2	29.3	12.2	5.7	100.0	49.8	27.8
	Total	10.8	13.9	19.5	26.6	14.7	14.4	100.0	59.5	26.5
20-24 yrs	5 years old					28.6	71.4	100.0	91.3	6.1
	6 years old		4.8	22.5	54.5	6.3	11.8	100.0	68.3	14.6
	7 years old	4.2	14.9	30.4	23.7	13.1	13.7	100.0	60.7	23.2
	8 years old	12.5	8.8	14.0	37.8	23.2	3.8	100.0	59.7	26.3
	9 years old			51.6		48.4		100.0	62.3	21.0
	Total	2.6	7.3	19.5	32.4	14.8	23.3	100.0	69.6	21.4

Table A12.9. PIAT Reading Comprehension - Percentile Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-19	20-39	40-59	60-79	80-89	90-99	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	5 years old		1			12	12	25	25	50	50.0
	6 years old		5	27	30	6	8	24	76	100	76.0
	7 years old	6	27	21	30	8	6	27	98	125	78.4
	8 years old	19	17	17	21	12	10	22	96	118	81.4
	9 years old	17	23	18	9	4	6	10	77	87	88.5
	10 + years	41	27	21	27	6	4	26	126	152	82.9
	Total	83	100	104	117	48	46	134	498	632	78.8
12 yrs school	5 years old					19	48	35	67	102	65.7
	6 years old		9	41	68	17	15	34	150	184	81.5
	7 years old	2	24	40	37	15	17	25	135	160	84.4
	8 years old	11	10	21	24	13	14	18	93	111	83.8
	9 years old	15	9	19	17	14	7	13	81	94	86.2
	10 + years	21	25	18	28	12	4	7	108	115	93.9
	Total	49	77	139	174	90	105	132	634	766	82.8
13 + yrs school	5 years old					7	21	8	28	36	77.8
	6 years old		2	8	19	2	5	12	36	48	75.0
	7 years old	2	3	3	7	7	6	8	28	36	77.8
	8 years old	2	2	5	7	7	10	4	33	37	89.2
	9 years old			6	5	2	2	2	15	17	88.2
	10 + years	2	5	3	7	3	2	8	22	30	73.3
	Total	6	12	25	45	28	46	42	162	204	79.4
MATERNAL AGE AT BIRTH OF CHILD	AGE OF CHILD										
< 20 yrs	5 years old		1			21	38	32	60	92	65.2
	6 years old		9	43	55	16	13	35	136	171	79.5
	7 years old	6	37	32	51	19	18	38	163	201	81.1
	8 years old	23	24	36	42	25	31	34	181	215	84.2
	9 years old	33	33	43	31	19	15	26	174	200	87.0
	10 + years	65	59	43	63	21	10	41	261	302	86.4
	Total	127	163	197	242	121	125	206	975	1181	82.6
20-24 yrs	5 years old					18	44	36	62	98	63.3
	6 years old		7	34	64	9	16	36	130	166	78.3
	7 years old	4	18	32	23	11	12	22	100	122	82.0
	8 years old	9	5	7	11	7	3	10	42	52	80.8
	9 years old			1		1			2	2	100.0
	Total	13	30	74	98	46	75	104	336	440	76.4

Table A12.10. PIAT Reading Comprehension - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		0-9	10-14	15-19	20-29	30-39	40-49	50 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD											
< 12 yrs school	5 years old	64	31	50	2	1	1		25	149	174	85.6
	6 years old	8	9	74	26	3			24	120	144	83.3
	7 years old		3	26	46	20	7		27	102	129	79.1
	8 years old			8	39	25	21	3	22	96	118	81.4
	9 years old				24	27	20	6	10	77	87	88.5
	10 + years			2	19	28	46	31	26	126	152	82.9
	Total	72	43	160	156	104	95	40	134	670	804	83.3
12 yrs school	5 years old	44	40	117	9	1			35	211	246	85.8
	6 years old	3	9	121	53	8	5		34	199	233	85.4
	7 years old			14	76	25	17	5	25	137	162	84.6
	8 years old			6	25	29	29	5	18	94	112	83.9
	9 years old				20	13	39	9	13	81	94	86.2
	10 + years				10	19	41	38	7	108	115	93.9
	Total	47	49	258	193	95	131	57	132	830	962	86.3
13 + yrs school	5 years old	5	4	41	5				8	55	63	87.3
	6 years old		3	34	14	2			12	53	65	81.5
	7 years old			3	11	6	8		8	28	36	77.8
	8 years old				5	7	19	2	4	33	37	89.2
	9 years old					3	9	3	2	15	17	88.2
	10 + years					3	10	9	8	22	30	73.3
	Total	5	7	78	35	21	46	14	42	206	248	83.1
MATERNAL AGE AT BIRTH OF CHILD												
< 20 yrs	5 years old	45	35	104	7	2	1		32	194	226	85.8
	6 years old	7	8	115	47	8	3		35	188	223	84.3
	7 years old		2	28	79	33	21	5	38	168	206	81.6
	8 years old			8	56	50	59	9	34	182	216	84.3
	9 years old				46	43	67	18	26	174	200	87.0
	10 + years			2	29	52	99	79	41	261	302	86.4
	Total	52	45	257	264	188	250	111	206	1167	1373	85.0
20-24 yrs	5 years old	68	40	106	9				36	223	259	86.1
	6 years old	4	13	118	47	6	2		36	190	226	84.1
	7 years old		1	15	55	18	12		22	101	123	82.1
	8 years old			6	13	12	10	1	10	42	52	80.8
	9 years old					1	1			2	2	100.0
	Total	72	54	245	124	37	25	1	104	558	662	84.3

Table A13.1. PPVT - Standard Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		0	1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
AGE OF CHILD											
	3-4 years	0.8	14.1	16.7	33.9	25.6	7.2	1.6	100.0	90.7	20.0
	5-6 years	0.9	7.0	18.3	35.1	27.9	9.6	1.1	100.0	94.0	18.5
	7-8 years	0.9	11.0	18.6	31.8	29.1	8.6		100.0	91.7	19.1
	9-10 years	0.3	14.4	17.0	28.1	32.8	7.4		100.0	91.6	18.5
	11 + years	1.5	13.3	25.8	35.8	17.2	6.4		100.0	86.2	19.6
	Total	0.8	11.5	17.9	33.3	27.4	8.1	0.9	100.0	91.8	19.3
RACE OF CHILD	AGE OF CHILD										
Hispanic	3-4 years	6.0	24.5	28.9	22.9	15.7	1.7	0.4	100.0	76.4	26.2
	5-6 years	3.1	17.7	24.8	34.0	17.0	3.3		100.0	82.9	22.6
	7-8 years	5.7	23.4	25.6	23.7	18.8	2.8		100.0	78.1	25.9
	9-10 years		24.1	12.3	43.0	17.7	2.9		100.0	86.7	17.5
	11 + years	4.2	26.7	25.5	21.8	18.1	3.7		100.0	78.9	25.2
	Total	4.4	22.5	25.2	28.1	17.0	2.6	0.1	100.0	79.7	24.6
Black	3-4 years	1.0	34.9	37.4	21.3	4.8	0.6		100.0	74.3	17.0
	5-6 years	2.9	19.3	38.3	28.4	9.5	1.5		100.0	79.7	19.7
	7-8 years	1.5	25.6	32.0	28.3	9.8	2.8		100.0	79.6	18.4
	9-10 years	0.8	27.7	30.5	27.6	13.4			100.0	79.7	17.0
	11 + years	1.1	23.7	34.4	29.7	9.5	1.6		100.0	79.8	18.8
	Total	1.6	26.9	35.3	26.2	8.7	1.3		100.0	78.0	18.3
White	3-4 years	0.2	7.6	9.9	38.5	32.2	9.5	2.2	100.0	96.6	16.2
	5-6 years		2.0	11.5	37.3	34.7	12.9	1.6	100.0	99.6	14.1
	7-8 years		3.3	12.2	34.4	38.3	11.8		100.0	98.6	13.9
	9-10 years		6.2	10.6	26.3	45.1	11.8		100.0	98.5	15.8
	11 + years	1.3	0.8	18.4	44.6	23.6	11.4		100.0	93.7	15.8
	Total	0.1	4.8	11.1	36.4	35.1	11.2	1.4	100.0	98.0	15.3

Table A13.2. PPVT - Standard Scores by Age and Race/Ethnicity of Child: Sample Cases

		0	1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD												
	3-4 years	17	204	246	294	201	50	11	163	1023	1186	86.3
	5-6 years	15	90	204	278	172	49	5	121	813	934	87.0
	7-8 years	9	82	124	154	119	26		83	514	597	86.1
	9-10 years	1	58	75	103	76	12		36	325	361	90.0
	11 + years	3	22	33	43	18	4		20	123	143	86.0
	Total	45	456	682	872	586	141	16	423	2798	3221	86.9
RACE OF CHILD	AGE OF CHILD											
Hispanic	3-4 years	11	52	64	45	33	4	1	49	210	259	81.1
	5-6 years	6	27	34	46	23	4		36	140	176	79.5
	7-8 years	6	22	25	24	14	2		24	93	117	79.5
	9-10 years		11	6	17	8	1		5	43	48	89.6
	11 + years	1	6	5	4	3	1		4	20	24	83.3
	Total	24	118	134	136	81	12	1	118	506	624	81.1
Black	3-4 years	3	105	108	65	16	2		54	299	353	84.7
	5-6 years	9	56	108	77	29	3		39	282	321	87.9
	7-8 years	3	44	65	51	18	4		33	185	218	84.9
	9-10 years	1	37	45	35	19			18	137	155	88.4
	11 + years	1	15	19	18	4	1		13	58	71	81.7
	Total	17	257	345	246	86	10		157	961	1118	86.0
White	3-4 years	3	47	74	184	152	44	10	60	514	574	89.5
	5-6 years		7	62	155	120	42	5	46	391	437	89.5
	7-8 years		16	34	79	87	20		26	236	262	90.1
	9-10 years		10	24	51	49	11		13	145	158	91.8
	11 + years	1	1	9	21	11	2		3	45	48	93.8
	Total	4	81	203	490	419	119	15	148	1331	1479	90.0

Table A13.3. PPVT - Percentile Scores by Age and Race/Ethnicity of Child: Weighted Distribution

		0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	TOTAL	MEAN	STD DEV
AGE OF CHILD															
	3-4 yrs	7.6	17.9	12.2	8.1	10.8	8.9	9.2	7.8	7.1	5.3	5.1	100.0	36.7	29.3
	5-6 yrs	3.4	16.0	12.4	8.6	13.0	8.0	8.8	9.9	7.5	5.5	6.9	100.0	40.7	29.1
	7-8 yrs	5.5	19.5	12.0	7.2	10.7	7.4	9.5	8.1	8.8	7.3	4.0	100.0	38.2	29.5
	9-10 yrs	6.1	20.7	8.0	6.9	11.5	6.6	10.7	10.0	8.9	7.2	3.3	100.0	38.4	29.6
	11 + yrs	8.9	17.6	19.0	14.5	14.8	1.6	7.8	6.0	2.1	4.2	3.5	100.0	28.6	25.6
	Total	5.9	17.9	12.0	8.2	11.7	7.8	9.3	8.6	7.5	5.9	5.1	100.0	38.0	29.3
RACE OF CHILD	AGE OF CHILD														
Hispanic															
	3-4 yrs	21.4	28.2	16.0	4.8	7.8	4.1	7.7	4.2	2.7	2.4	0.7	100.0	20.6	24.3
	5-6 yrs	11.1	30.3	11.1	14.8	7.2	5.2	1.7	5.6	8.8	3.7	0.5	100.0	26.1	26.7
	7-8 yrs	18.7	33.0	10.3	5.7	7.8	2.8	12.4	3.5	0.7	2.1	2.8	100.0	22.4	25.6
	9-10 yrs	7.3	27.5	4.6	12.3	23.4	4.2	7.1	3.7	3.5	3.5	2.9	100.0	28.8	26.2
	11 + yrs	20.7	22.1	23.9		11.4		10.8		7.3		3.7	100.0	23.3	26.1
	Total	16.6	29.4	12.7	8.2	9.5	3.9	7.1	4.2	4.3	2.7	1.5	100.0	23.5	25.7
Black	3-4 yrs	20.6	42.9	15.6	6.9	5.6	3.0	2.4	1.2	0.2	1.5		100.0	12.2	17.2
	5-6 yrs	9.5	36.6	21.5	6.4	11.0	4.1	5.3	3.2	0.5	1.8	0.2	100.0	18.6	20.2
	7-8 yrs	12.2	37.4	21.9	5.5	5.6	4.7	5.6	2.0	2.3	2.3	0.5	100.0	18.5	22.1
	9-10 yrs	10.8	41.0	11.7	6.7	10.4	6.1	7.6	5.2		0.5		100.0	18.6	20.6
	11 + yrs	13.4	31.7	21.6	9.4	8.9	3.9	2.8	1.8	1.8	3.1	1.6	100.0	19.2	22.4
	Total	13.9	39.0	18.3	6.6	8.0	4.2	4.7	2.6	0.8	1.7	0.3	100.0	16.7	20.2
White	3-4 yrs	2.6	10.2	10.8	8.8	12.5	11.1	11.2	9.9	9.4	6.6	6.9	100.0	44.9	28.0
	5-6 yrs	0.6	8.1	9.7	8.5	14.4	9.5	10.7	12.4	9.5	6.9	9.7	100.0	49.2	27.4
	7-8 yrs	0.9	10.3	8.4	8.1	13.1	9.2	10.6	11.3	12.7	10.0	5.5	100.0	48.3	27.6
	9-10 yrs	3.5	9.2	6.5	6.3	10.4	7.1	12.9	13.4	14.3	11.3	5.1	100.0	50.0	28.1
	11 + yrs	2.	4.1	15.4	22.6	20.9		11.4	11.2	1.0	6.2	5.2	100.0	38.2	24.6
	Total	1.8	9.3	9.8	8.7	13.2	9.6	11.1	11.2	10.3	7.7	7.3	100.0	47.1	27.8

Table A13.4. PPVT - Percentile Scores by Age and Race/Ethnicity of Child: Sample Cases

		0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD																
	3-4 years	132	253	146	73	84	73	71	62	57	38	34	163	1023	1186	86.3
	5-6 years	49	189	121	77	93	58	58	54	50	29	15	121	813	934	87.0
	7-8 years	45	139	71	40	46	28	44	31	33	24	13	83	514	597	86.1
	9-10 years	25	88	36	25	41	72	30	24	15	13	6	36	325	361	90.0
	11 + years	15	26	24	15	18	3	7	7	3	2	3	20	123	143	86.0
	Total	266	695	398	230	282	184	210	178	158	106	91	423	2798	3221	86.9
RACE OF CHILD	AGE OF CHILD															
Hispanic																
	3-4 years	43	60	38	9	14	8	15	10	7	4	2	49	210	259	81.1
	5-6 years	18	42	15	20	10	8	3	7	12	4	1	36	140	176	79.5
	7-8 years	19	32	8	8	7	3	9	3	1	1	2	24	93	117	79.5
	9-10 years	4	12	3	4	9	2	2	2	2	2	1	5	43	48	89.6
	11 + years	4	5	5		2		2		1		1	4	20	24	83.3
	Total	88	151	69	41	42	21	31	22	23	11	7	118	506	624	81.1
Black																
	3-4 years	65	125	44	21	17	9	8	4	1	5		54	299	353	84.7
	5-6 years	29	105	57	18	29	12	16	9	2	4	1	39	282	321	87.9
	7-8 years	22	71	42	11	11	6	9	4	5	3	1	33	185	218	84.9
	9-10 years	16	56	17	8	14	7	11	7		1		18	137	155	88.4
	11 + years	9	18	12	6	5	3	1	1	1	1	1	13	58	71	81.7
	Total	141	[illegible]	172	64	76	37	45	25	9	14	3	157	961	1118	86.0
White																
	3-4 years	24	68	64	43	53	56	48	48	49	29	32	60	514	574	89.5
	5-6 years	2	42	49	39	54	38	39	38	36	21	33	46	391	437	89.5
	7-8 years	4	36	21	21	28	19	26	24	27	20	10	26	236	262	90.1
	9-10 years	5	20	16	13	18	13	17	15	13	10	5	13	145	158	91.8
	11 + years	2	3	7	9	11		4	6	1	1	1	3	45	48	93.8
	Total	37	169	157	125	164	126	134	131	126	81	81	148	1331	1479	90.0

Table A13.5. PPVT - Raw Scores by Age and Race/Ethnicity of Child: Sample Cases

		1-19	20-39	40-59	60-79	80-89	90-99	100 +	INVALID	VALID	TOTAL	% VALID
AGE OF CHILD												
	3-4 years	328	387	254	50	4			163	1023	1186	86.3
	5-6 years	26	88	324	272	76	21	6	121	813	934	87.0
	7-8 years		5	50	194	120	84	61	83	514	597	86.1
	9-10 years			6	52	65	60	142	36	325	361	90.0
	11 + years			3	11	10	14	85	20	123	143	86.0
	Total	354	480	637	579	275	179	294	423	2798	3221	86.9
RACE OF CHILD	AGE OF CHILD											
Hispanic	3-4 years	89	76	41	3	1			49	210	259	81.1
	5-6 years	9	27	52	38	12	2		36	140	176	79.5
	7-8 years		3	17	35	28	6	4	24	93	117	79.5
	9-10 years				11	5	9	18	5	43	48	89.6
	11 + years			1	2	4	1	12	4	20	24	83.3
	Total	98	106	111	89	50	18	34	118	506	624	81.1
Black	3-4 years	157	114	25	3				54	299	353	84.7
	5-6 years	17	42	149	64	9	1		39	282	321	87.9
	7-8 years		2	23	99	41	10	10	33	185	218	84.9
	9-10 years			4	32	44	19	38	18	137	155	88.4
	11 + years			1	8	6	11	32	13	58	71	81.7
	Total	174	158	202	206	100	41	80	157	961	1118	86.0
White	3-4 years	82	197	188	44	3			60	514	574	89.5
	5-6 years		19	123	170	55	18	6	46	391	437	89.5
	7-8 years			10	60	51	68	47	26	236	262	90.1
	9-10 years			2	9	16	32	86	13	145	158	91.8
	11 + years			1	1		2	41	3	45	48	93.8
	Total	82	216	324	284	125	120	180	148	1331	1479	90.0

Table A13.6. PPVT - Standard Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		0	1-69	70-84	85-99	100-114	115-129	130 +	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD										
< 12 yrs school	3-4 years	2.6	22.6	22.7	24.9	22.4	2.7	2.1	100.0	83.0	23.5
	5-6 years	2.3	11.7	25.8	30.9	22.2	7.1		100.0	87.8	21.3
	7-8 years	2.4	18.0	28.6	31.6	14.7	4.7		100.0	82.7	20.8
	9-10 years	0.7	25.8	17.1	30.1	23.6	2.8		100.0	84.4	19.5
	11 + years	2.4	13.9	35.8	23.2	12.4	12.2		100.0	84.6	23.3
	Total	2.2	18.5	24.8	28.7	20.2	5.0	0.6	100.0	84.6	21.8
12 yrs school	3-4 years	0.3	13.3	13.7	37.5	27.4	7.1	0.6	100.0	92.0	18.0
	5-6 years	0.5	6.0	16.5	38.6	29.2	8.2	1.0	100.0	94.6	16.8
	7-8 years	0.4	8.3	14.4	32.9	33.4	10.6		100.0	95.1	17.0
	9-10 years		6.7	17.4	28.5	38.2	9.2		100.0	95.8	16.2
	11 + years	1.2	11.9	18.5	51.2	17.2			100.0	86.4	16.2
	Total	0.4	9.5	15.2	36.5	29.8	8.0	0.5	100.0	93.6	17.3
13 + yrs school	3-4 years	0.5	6.5	17.2	34.1	25.1	12.6	4.1	100.0	95.6	19.1
	5-6 years		3.1	12.5	30.5	31.2	19.3	3.5	100.0	101.5	16.2
	7-8 years		6.1	10.7	27.5	45.7	10.0		100.0	99.4	14.9
	9-10 years			16.8	22.3	44.2	16.7		100.0	100.9	14.5
	11 + years		9.7	18.9	29.4	34.2	7.8		100.0	92.1	15.0
	Total	0.2	5.1	14.8	31.1	31.7	14.3	2.9	100.0	98.2	17.5
MATERNAL AGE AT BIRTH OF CHILD											
< 18 years	3-4 years	1.6	17.9	27.1	23.0	24.8	5.5		100.0	84.7	21.2
	5-6 years	2.0	10.0	21.7	34.2	24.7	7.4		100.0	89.5	20.1
	7-8 years	2.0	16.3	20.2	35.1	20.4	6.0		100.0	86.3	20.5
	9-10 years	0.5	18.4	14.4	32.7	29.2	4.9		100.0	89.3	19.1
	11 + years	1.6	12.4	25.6	36.6	17.2	6.6		100.0	86.6	19.6
	Total	1.4	15.0	20.3	33.5	23.7	6.0		100.0	87.8	20.0
18-19 years	3-4 years	1.1	16.0	19.9	36.2	18.9	6.9	1.1	100.0	87.6	20.5
	5-6 years	0.9	9.1	25.8	31.8	26.3	5.2	0.8	100.0	90.4	18.2
	7-8 years	0.5	9.3	19.6	30.7	30.7	9.2		100.0	93.2	17.9
	9-10 years		9.6	20.1	22.6	37.3	10.3		100.0	94.4	17.3
	11 + years		48.0	37.4		14.6			100.0	71.1	12.8
	Total	0.7	11.2	21.5	30.8	27.6	7.7	0.5	100.0	91.2	18.8
20-21 years	3-4 years	0.9	16.7	18.1	34.5	24.2	4.8	0.8	100.0	88.5	19.5
	5-6 years	0.5	5.1	15.7	39.5	25.5	12.8	0.8	100.0	95.6	16.7
	7-8 years	0.8	9.6	16.5	31.2	32.0	9.8		100.0	93.3	18.9
	9-10 years		48.4		51.6				100.0	80.9	13.5
	Total	0.7	10.4	16.8	35.8	26.5	9.2	0.6	100.0	92.4	18.6
22 + years	3-4 years	0.6	11.8	13.8	33.7	29.0	8.7	2.4	100.0	93.5	19.5
	5-6 years	0.8	6.0	12.6	32.3	35.1	10.6	2.6	100.0	97.8	19.3
	7-8 years				13.3	86.7			100.0	107.3	6.8
	Total	0.7	10.2	13.4	33.2	30.9	9.2	2.5	100.0	94.7	19.5

Table A13.7. PPVT - Standard Scores by Maternal Characteristics and Age of Child: Sample Cases

		0	1-69	70-84	85-99	100-114	115-129	130 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD											
< 12 yrs school	3-4 years	10	82	80	60	37	6	4	67	279	346	80.6
	5-6 years	11	41	79	82	38	10		57	261	318	82.1
	7-8 years	7	44	66	53	23	5		49	198	247	80.2
	9-10 years	1	37	35	48	20	1		22	142	164	86.6
	11 + years	2	12	22	19	8	2		10	65	75	86.7
	Total	31	216	282	262	126	24	4	205	945	1150	82.2
12 yrs school	3-4 years	5	95	115	176	124	25	2	69	542	611	88.7
	5-6 years	4	42	102	157	96	25	3	50	429	479	89.6
	7-8 years	2	32	44	86	69	17		24	250	274	91.2
	9-10 years		16	34	46	46	9		9	151	160	94.4
	11 + years	1	7	8	19	6			8	41	49	83.7
	Total	12	192	303	484	341	76	5	160	1413	1573	89.8
13 + yrs school	3-4 years	2	23	46	57	40	19	4	23	191	214	89.3
	5-6 years		6	20	37	36	14	2	13	115	128	89.8
	7-8 years		6	12	14	27	4		10	63	73	86.3
	9-10 years			6	8	10	2		4	26	30	86.7
	11 + years		2	3	4	4	2		2	15	17	88.2
	Total	2	37	87	120	117	41	6	52	410	462	88.7
MATERNAL AGE AT BIRTH OF CHILD												
< 18 years	3-4 years	1	14	13	11	7	1		10	47	57	82.5
	5-6 years	5	17	39	54	26	5		22	146	168	86.9
	7-8 years	4	30	35	50	27	6		30	152	182	83.5
	9-10 years	1	39	39	63	41	4		23	187	210	89.0
	11 + years	3	20	32	43	17	4		20	119	139	85.6
	Total	14	120	158	221	118	20		105	651	756	86.1
18-19 years	3-4 years	6	48	60	63	40	9	2	43	228	271	84.1
	5-6 years	4	31	72	71	50	9	1	43	238	281	84.7
	7-8 years	2	32	53	55	59	10		29	211	240	87.9
	9-10 years		18	36	39	35	8		13	136	149	91.3
	11 + years		2	1		1				4	4	100.0
	Total	12	131	222	228	185	36	3	128	817	945	86.5
20-21 years	3-4 years	5	61	77	86	53	10	2	46	294	340	86.5
	5-6 years	3	24	69	101	57	22	1	39	277	316	87.7
	7-8 years	3	20	36	48	32	10		21	149	170	87.6
	9-10 years		1		1					2	2	100.0
	Total	11	106	182	236	142	42	3	106	722	828	87.2
22 + years	3-4 years	5	81	96	134	101	30	7	64	454	518	87.6
	5-6 years	3	18	24	52	39	13	3	17	152	169	89.9
	7-8 years				1	1			3	2	5	40.0
	Total	8	99	120	187	141	43	10	84	608	692	87.9

Table A13.8. PPVT - Percentile Scores by Maternal Characteristics and Age of Child: Weighted Distribution

		0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	TOTAL	MEAN	STD DEV
MATERNAL EDUCATION	AGE OF CHILD														
< 12 yrs school	3-4 years	14.3	25.7	13.5	5.7	9.6	4.0	11.9	6.6	3.6	1.9	3.3	100.0	27.4	27.7
	5-6 years	6.4	21.5	19.0	9.0	8.6	6.1	8.8	8.5	3.6	2.6	5.8	100.0	31.8	28.2
	7-8 years	11.8	30.4	14.0	10.7	10.2	3.5	7.1	3.1	3.1	5.9	0.2	100.0	24.3	25.4
	9-10 years	12.5	28.1	7.9	9.1	8.8	7.2	9.5	7.8	6.1	3.0		100.0	27.8	26.5
	11 + years	12.4	20.3	25.7	6.6	10.3		3.4	2.4	3.6	9.6	5.6	100.0	28.8	30.1
	Total	11.2	25.6	15.0	8.3	9.4	4.7	9.1	6.3	3.8	3.6	3.0	100.0	28.1	27.5
12 yrs school	3-4 years	6.4	15.3	11.8	9.7	11.3	10.4	8.6	8.5	8.5	4.6	5.0	100.0	38.0	28.5
	5-6 years	2.9	15.7	9.8	9.4	14.4	9.5	8.5	9.5	9.6	5.6	5.3	100.0	41.4	27.9
	7-8 years	3.2	14.3	12.6	6.5	10.1	9.4	10.0	12.6	6.9	9.5	5.0	100.0	43.1	28.9
	9-10 years	2.3	15.3	8.6	6.3	13.5	6.6	12.6	9.9	9.8	10.2	4.9	100.0	44.3	29.0
	11 + years	6.8	14.3	13.5	26.8	19.6	1.8	5.0	11.0	1.2			100.0	26.5	19.5
	Total	4.4	15.2	11.1	9.1	12.5	9.3	9.1	9.7	8.5	6.2	4.9	100.0	40.3	28.5
13 + yrs school	3-4 years	4.3	15.8	10.4	6.4	10.9	10.4	8.8	7.3	7.1	11.5	7.2	100.0	43.9	30.9
	5-6 years	0.4	7.6	11.2	5.0	15.8	6.0	10.3	13.8	4.7	10.3	14.8	100.0	52.4	29.5
	7-8 years	0.9	13.7	4.4	2.6	14.1	8.6	13.2	2.2	29.8	2.0	8.6	100.0	51.1	28.5
	9-10 years		13.6	6.4	2.7	11.5	4.9	6.9	21.0	16.3	8.3	8.3	100.0	52.7	28.6
	11 + years	5.0	13.6	15.9		17.2	6.4	30.7	3.5			7.8	100.0	36.4	25.1
	Total	2.3	12.8	9.6	5.0	13.1	8.3	10.5	9.1	10.3	9.0	9.8	100.0	47.9	30.1
MATERNAL AGE AT BIRTH OF CHILD															
< 18 years	3-4 years	13.9	15.1	20.8	12.9	0.6	6.3	15.5	6.8	2.5	5.5		100.0	28.5	26.9
	5-6 years	4.7	20.8	15.5	6.3	12.5	8.0	8.5	7.4	8.4	5.9	1.9	100.0	34.7	27.8
	7-8 years	9.9	22.0	15.4	10.3	8.0	7.9	11.5	5.7	0.9	5.9	2.3	100.0	29.7	26.9
	9-10 years	7.2	22.6	8.4	6.6	15.0	6.2	11.2	4.3	9.8	7.4	1.3	100.0	35.0	28.7
	11 + years	8.6	16.4	19.4	14.9	15.2	1.6	7.6	6.1	2.1	4.3	3.6	100.0	29.1	25.6
	Total	8.1	20.3	14.5	9.5	11.8	6.1	10.4	5.8	5.5	6.0	2.0	100.0	32.1	27.6
18-19 years	3-4 years	10.7	17.7	16.4	8.9	10.5	9.0	7.4	7.4	3.1	3.5	5.4	100.0	31.6	27.9
	5-6 years	4.6	22.5	13.1	8.7	9.4	9.3	12.0	7.5	6.4	1.3	5.2	100.0	34.5	27.7
	7-8 years	4.4	18.4	11.2	6.3	12.2	7.6	6.1	12.9	7.7	9.5	3.7	100.0	40.1	29.6
	9-10 years	4.9	18.4	7.5	7.3	7.2	7.0	10.2	16.7	7.9	7.1	5.7	100.0	42.4	30.1
	11 + years	20.3	65.2					14.6					100.0	8.7	17.1
	Total	6.2	19.5	12.4	7.8	10.0	8.3	8.8	10.7	6.2	5.3	4.9	100.0	36.7	29.1
20-21 years	3-4 years	7.8	21.7	12.1	9.1	13.2	6.2	9.6	4.3	8.9	3.6	3.4	100.0	32.9	28.2
	5-6 years	2.0	13.6	11.1	10.0	17.0	7.1	6.8	11.3	6.1	7.4	7.5	100.0	42.8	28.6
	7-8 years	4.1	19.3	10.9	6.1	10.8	6.9	12.5	4.1	14.3	5.6	5.5	100.0	40.9	29.9
	9-10 years		48.4			51.6							100.0	18.0	16.5
	Total	4.6	17.9	11.4	8.8	14.2	6.7	9.1	7.1	9.0	5.6	5.5	100.0	38.7	29.1
22 + years	3-4 years	5.8	16.1	9.9	6.9	10.6	10.6	9.2	9.8	8.1	6.8	6.2	100.0	41.3	29.9
	5-6 years	3.5	10.2	11.6	7.5	10.9	7.9	9.0	11.5	10.4	6.8	10.7	100.0	47.7	30.0
	7-8 years				13.3					86.7			100.0	68.3	17.0
	Total	5.2	14.5	10.3	7.1	10.6	9.9	9.1	10.2	9.0	6.8	7.4	100.0	43.1	30.1

Table A13.9. PPVT - Percentile Scores by Maternal Characteristics and Age of Child: Sample Cases

		0	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD															
< 12 yrs school	3-4 years	57	90	40	15	17	13	13	12	6	5	6	67	279	346	80.6
	5-6 years	27	70	52	27	24	13	14	11	11	4	8	57	261	318	82.1
	7-8 years	29	72	28	19	14	8	10	6	5	6	1	49	198	247	80.2
	9-10 years	18	47	16	14	14	12	10	5	4	2		22	142	164	86.6
	11 + years	10	15	15	6	9		3	2	2	2	1	10	65	75	86.7
	Total	141	294	151	81	78	46	55	36	28	19	16	205	945	1150	82.2
12 yrs school	3-4 years	59	113	75	46	51	47	41	40	37	16	17	69	542	611	88.7
	5-6 years	21	103	50	42	52	37	29	28	32	18	17	50	429	479	89.6
	7-8 years	15	51	37	18	26	17	26	21	14	16	9	24	250	274	91.2
	9-10 years	6	32	18	10	22	8	18	13	9	10	5	9	151	160	94.4
	11 + years	4	8	6	8	8	1	1	4	1			8	41	49	83.7
	Total	105	307	186	124	159	110	115	106	93	60	48	160	1413	1573	89.8
13 + yrs school	3-4 years	15	45	27	12	16	13	12	10	14	17	10	23	191	214	89.3
	5-6 years	1	12	18	7	17	8	15	15	5	7	10	13	115	128	89.8
	7-8 years	1	14	5	3	6	3	8	4	14	2	3	10	63	73	86.3
	9-10 years		5	2	1	4	2	2	6	2	1	1	4	26	30	86.7
	11 + years	1	2	3		1	2	3	1			2	2	15	17	88.2
	Total	18	78	55	23	44	28	40	36	35	27	26	52	410	462	88.7
MATERNAL AGE AT BIRTH OF CHILD																
< 18 years	3-4 years	10	12	10	3	1	3	3	3	1	1		10	47	57	82.5
	5-6 years	10	38	22	14	19	12	7	6	12	4	2	22	146	168	86.9
	7-8 years	18	40	26	15	12	8	14	7	3	6	3	30	152	182	83.5
	9-10 years	15	52	23	13	25	14	17	9	10	8	1	23	187	210	89.0
	11 + years	14	24	24	15	18	3	6	7	3	2	3	20	119	139	85.6
	Total	67	166	105	60	75	40	47	32	29	21	9	105	651	756	86.1
18-19 years	3-4 years	38	52	37	16	19	15	15	16	8	5	7	43	228	271	84.1
	5-6 years	15	64	40	21	20	18	22	13	13	5	7	43	238	281	84.7
	7-8 years	15	58	26	13	18	12	16	18	18	13	4	29	211	240	87.9
	9-10 years	10	35	13	12	15	8	13	15	5	5	5	13	136	149	91.3
	11 + years	1	2					1						4	4	100.0
	Total	79	211	116	62	72	53	67	62	44	28	23	128	817	945	86.5
20-21 years	3-4 years	38	83	40	26	27	15	21	11	17	10	6	46	294	340	86.5
	5-6 years	12	64	33	31	39	18	17	24	12	13	14	39	277	316	87.7
	7-8 years	12	41	19	11	16	8	14	6	11	5	6	21	149	170	87.6
	9-10 years		1			1								2	2	100.0
	Total	62	189	92	68	83	41	52	41	40	28	26	106	722	828	87.2
22 + years	3-4 years	46	106	59	28	37	40	32	32	31	22	21	64	454	518	87.6
	5-6 years	12	23	26	11	15	10	12	11	13	7	12	17	152	169	89.9
	7-8 years				1					1			3	2	5	40.0
	Total	58	129	85	40	52	50	44	43	45	29	33	84	608	692	87.9

Table A13.10. PPVT - Raw Scores by Maternal Characteristics and Age of Child: Sample Cases

		1-19	20-39	40-59	60-79	80-89	90-99	100 +	INVALID	VALID	TOTAL	% VALID
MATERNAL EDUCATION	AGE OF CHILD											
< 12 yrs school	3-4 years	126	93	51	8	1			67	279	346	80.6
	5-6 years	14	37	120	66	20	3	1	57	261	318	82.1
	7-8 years		4	29	92	43	22	8	49	198	247	80.2
	9-10 years			4	34	28	28	48	22	142	164	86.6
	11 + years			2	7	5	8	43	10	65	75	86.7
	Total	140	134	206	207	97	61	100	205	945	1150	82.2
12 yrs school	3-4 years	143	223	145	30	1			69	542	611	88.7
	5-6 years	12	45	164	156	38	12	2	50	429	479	89.6
	7-8 years		1	18	84	62	47	38	24	250	274	91.2
	9-10 years			2	12	32	27	78	9	151	160	94.4
	11 + years			1	3	4	3	30	8	41	49	83.7
	Total	155	269	330	285	137	89	148	160	1413	1573	89.8
13 + yrs school	3-4 years	52	69	57	12	1			23	191	214	89.3
	5-6 years		5	36	48	17	6	3	13	115	128	89.8
	7-8 years			3	16	14	15	15	10	63	73	86.3
	9-10 years				1	5	4	16	4	26	30	86.7
	11 + years				1	1	2	11	2	15	17	88.2
	Total	52	74	96	78	38	27	45	52	410	462	88.7
MATERNAL AGE AT BIRTH OF CHILD												
< 18 years	3-4 years	15	16	15	1				10	47	57	82.5
	5-6 years	6	12	65	50	11	2		22	146	168	86.9
	7-8 years		1	18	58	42	20	13	30	152	182	83.5
	9-10 years			5	33	31	35	83	23	187	210	89.0
	11 + years			3	11	7	14	84	20	119	139	85.6
	Total	21	29	106	153	91	71	180	105	651	756	86.1
18-19 years	3-4 years	76	89	53	8	2			43	228	271	84.1
	5-6 years	7	31	95	82	17	5	1	43	238	281	84.7
	7-8 years		1	19	75	43	38	35	29	211	240	87.9
	9-10 years			1	18	34	24	59	13	136	149	91.3
	11 + years					3		1		4	4	100.0
	Total	83	121	168	183	99	67	96	128	817	945	86.5
20-21 years	3-4 years	97	112	70	14	1			46	294	340	86.5
	5-6 years	7	30	102	93	34	9	2	39	277	316	87.7
	7-8 years		3	13	60	35	25	13	21	149	170	87.6
	9-10 years				1		1			2	2	100.0
	Total	104	145	185	168	70	35	15	106	722	828	87.2
22 + years	3-4 years	140	170	116	27	1			64	454	518	87.6
	5-6 years	6	15	62	47	14	5	3	17	152	169	89.9
	7-8 years				1		1		3	2	5	40.0
	Total	146	185	178	75	15	6	3	84	608	692	87.9

Appendix B

THE HOME INSTRUMENT RECODES FROM THE MOTHER SUPPLEMENT

APPENDIX B

SECTION 1: THE HOME

DECK 01

PART A: FOR CHILDREN WHO ARE FROM BIRTH - 2 YEARS, 11 MONTHS

For ______________________________ who **has not yet had** his/her **3rd** birthday.
CHILD'S NAME

INSTRUCTIONS TO MOTHER/GUARDIAN:

We are interested in your family's lifestyle and rules.

Some questions you answer with a YES or NO or other word or phrase. Please circle the number that goes with the answer you choose.

Other questions have boxes for you to write in an answer.

If any question is not clear, please circle the question number and ask the interviewer about it when you have finished the booklet.

1. About how often does your child have a chance to get out of the house (either by himself/herself, or with an older person)?

	(CIRCLE ONE)		
Does not go yet, too young........	01	0	27-28
About once a month or less........	02		
A few times a month...............	03		
About once a week.................	04		
A few times a week................	05		
4 or more times a week............	06	1	
Every day.........................	07		

---

2. About how many children's books does your child have of his/her own?

	(CIRCLE ONE)		
None, too young..............	1	0	29
1 or 2 books.................	2		
3 to 9 books.................	3	1	
10 or more books.............	4		

Please turn to next page

3. How often do you get a chance to read stories to your child?

(CIRCLE **ONE**)

Never........................	1	0	30/
Several times a year.........	2		
Several times a month........	3		
Once a week..................	4		
About 3 times a week.........	5	1	
Every day....................	6		

---

4. About how often do you take your child to the grocery store?

(CIRCLE **ONE**)

Twice a week or more..............	1	= 1	31/
Once a week.......................	2	0	
Once a month......................	3		
Hardly ever, prefer to go alone...	4		

---

5. About how many, if any, cuddly, soft or role-playing toys (like a doll) does your child have? (May be shared with sister or brother.) (WRITE IN NUMBER OF TOYS.) 32-33/

Number of Toys = |___|___|

0 = 0
1 AND OVER = 1

---

6. About how many, if any, push or pull toys does your child have? (May be shared with sister or brother.) (WRITE IN NUMBER OF TOYS.)

Number of Toys = |___|___| 34-35/

0 = 0
1 AND OVER = 1

---

7. Some parents spend time teaching their children new skills while other parents believe children learn best on their own. Which of the following best describes your attitude?

(CIRCLE **ONE**)

"Parents should always spend time teaching their children"..............	1	1	36/
"Parents should usually spend time teaching their children"..............	2		
"Parents should usually allow their children to learn on their own"...........	3	0	
"Parents should always allow their children to learn on their own"...........	4		

Please turn to next page

8. Does your child see his/her father or father-figure on a daily basis?

Yes..................................	1	37/
No...................................	0	

IF YES: How often does your child eat a meal with both mother and father or father-figure?

(CIRCLE ONE)

More than once a day..............	1	1		38/
Once a day.........................	2			
Several times a week..............	3	0	OR IF 0137 = 0 THEN 0138 = 0	
Once a week........................	4			
Once a month or less often........	5			
Never.............................	6			

---

9. Children seem to demand attention when their parents are busy, doing housework, for example. How often do you talk to your child while you are working?

(CIRCLE ONE)

Always talk to child when I'm working........	1	1	39/
Often talk to child when I'm working.........	2		
Sometimes talk to child when I'm working.....	3	0	
Rarely talk to child when I'm working........	4		
Never talk to child when I'm working.........	5		

---

10. Sometimes kids mind pretty well and sometimes they don't. Have you had to spank your child in the past week?

YES..................	1	40/
NO...................	0	

IF YES: About how many times in the past week?
(WRITE IN NUMBER OF TIMES)

0 OR 1 = 1
2 OR MORE = 0

Number of Times: ☐☐ 41-42

MOTHER/GUARDIAN:

(1) If your child **has not had** his/her **1st birthday**, go to SECTION 2, PART A, page MS-17.

(2) If your child **has had** his/her **1st birthday** but **has not had** his/her **2nd birthday**, go to SECTION 2, PART B, page MS-23.

(3) If your child **has had** his/her **2nd birthday**, go to SECTION 2, PART C, page MS-27.

MS-7 DECK 01

SECTION 1: THE HOME

PART B: FOR CHILDREN WHO ARE 3 YEARS - 5 YEARS, 11 MONTHS

For ______________________________ who **has had** his/her **3rd** birthday but **has not had** his/her **6th** birthday.
CHILD'S NAME

INSTRUCTIONS TO MOTHER/GUARDIAN:

We are interested in your family's lifestyle and rules.

Some questions you answer with a YES or NO or other word or phrase. Please circle the number that goes with the answer you choose.

Other questions have boxes for you to write in an answer.

If any question is not clear, please circle the question number and ask the interviewer about it when you have finished the booklet.

1. About how often do you read stories to your child?

	(CIRCLE ONE)		
Never..............................	1	0	43/
Several times a year.............	2		
Several times a month............	3		
Once a week......................	4		
At least 3 times a week..........	5	1	
Every day........................	6		

---

2. About how many children's books does your child have of his/her own?

	(CIRCLE ONE)		
None, too young..................	1	0	44/
1 or 2 books.....................	2		
3 to 9 books.....................	3		
10 or more books.................	4	= 1	

---

3. About how many magazines does your family get regularly?

	(CIRCLE ONE)		
None.............................	1	= 0	45/
One..............................	2	1	
Two..............................	3		
Three............................	4		
Four or more.....................	5		

Please turn to next page

4. Does your child have the use of a record player or tape recorder here at home and at least 5 children's records or tapes? (May be shared with sister or brother.)

YES.................. 1 = 1 46/
NO................... 0 = 0

---

5. Circle the things which you (or another adult or older child) are helping or have helped your child to learn here at home.

(CIRCLE ALL THAT APPLY)

Numbers.......................... 1 = 1 ELSE 0 47/
The alphabet..................... 2 = 1 ELSE 0 48/
Colors........................... 3 = 1 ELSE 0 49/
Shapes and sizes................. 4 = 1 ELSE 0 50/

---

6. How much choice is your child allowed in deciding what foods he/she eats at breakfast and lunch?

(CIRCLE ONE)

A great deal of choice............. 1 } 1 51/
Some choice........................ 2 }
Little choice...................... 3 } 0
No choice.......................... 4 }

---

7. About how many hours is the TV on in your home each day? (WRITE IN HOURS PER DAY)

0 THRU 4 = 1
5 AND OVER = 0

HOURS PER DAY = |__|__|

DO NOT HAVE A TV.......... 96 52-53/

---

8. Most children get angry at their parents from time to time. If your child got so angry that he/she hit you, what would you do?

CREATION: VARIABLE "HIT 1"
IF 0154 = 1 OR 0158 = 3
THEN HIT 1 = 0;
ELSE HIT 1 = 1

(CIRCLE ALL THAT APPLY)

Hit him/her back..................... 01 54-55/
Send him/her to his/her room........ 02 56-57/
Spank him/her....................... 03 58-59/
Talk to him/her..................... 04 60-61/
Ignore it........................... 05 62-63/
Give him/her household chore........ 06 64-65/
Other (SPECIFY) ____________________
____________________________________ 07 66-67/

Please turn to next page

9. How often does any family member get a chance to take your child on any kind of outing (shopping, park, picnic, drive-in, and so on)?

(CIRCLE **ONE**)

A few times a year or less	1	0	68/
About once a month	2		
About 2 or 3 times a month	3	1	
Several times a week	4		
About once a day	5		

---

10. How often has any family member taken or arranged to take your child to any type of museum (children's, scientific, art, historical, etc.) within the past year?

(CIRCLE **ONE**)

Never, too young	1	= 0	69/
Once or twice	2	1	
Several times	3		
Monthly	4		
Weekly or more frequently	5		

---

11. Does your child see his/her father or father-figure on a daily basis?

YES	1	70/
NO	0	

IF YES: How often does your child eat a meal with both mother and father or father-figure?

(CIRCLE **ONE**)

More than once a day	1	= 1	71/
Once a day	2		
Several times a week	3	0	ALSO, IF 0170 = 0 THEN 0171 = 0
About once a month	5		
Never	6		

Please turn to next page

12. Sometimes kids mind pretty well and sometimes they don't. Have you had to spank your child in the past week?

YES.................. 1 72/

NO................... 2

IF YES: About how many times in the past week?

NUMBER OF TIMES = |___|___| 73-74/

0 OR 1 = 1

2 OR MORE = 0

ALSO, IF 0172 = 2, THEN

0173 = 1

MOTHER/GUARDIAN: Please go to **SECTION 2,** PART C, page MS-27.

MS-11 BEGIN DECK 02

SECTION 1: THE HOME

PART C: FOR CHILDREN WHO ARE 6 YEARS AND OLDER

For ______________________________ who **has had** his/her **6th** birthday or higher.
CHILD'S NAME

INSTRUCTIONS TO MOTHER/GUARDIAN:

We are interested in your family's lifestyle and rules.

Some questions you answer with a YES or NO or other word or phrase. Please circle the number that goes with the answer you choose.

Other questions have boxes for you to write in an answer.

If any question is not clear, please circle the question number and ask the interviewer about it when you have finished the booklet.

1. About how many books does your child have?

(CIRCLE ONE)

None........................	1	0	12/
1 or 2......................	2		
3 to 9......................	3		
10 or more..................	4	= 1	

---

2. About how often did/do you read stories to your child?

(CIRCLE ONE)

Never.......................	1	0	13/
Several times a year.........	2		
Several times a month........	3		
Once a week..................	4		
At least 3 times a week......	5	1	
Every day....................	6		

Please turn to next page

IF AT LEAST 3 OF THE 4 ITEMS (0214, 0215, 0216, 0217) ARE >1 THEN
WORK 17 = 1, ELSE WORK 17 = 0

3. How often is your child expected to do each of the following? (CIRCLE THE NUMBER FOR EACH QUESTION)

a. Make his/her own bed? 14/

CREATION: VAR = WORK 17

1	2	3	4	5
Almost Never	Less than 1/2 the time	1/2 the time	More than 1/2 the time	Almost Always

b. Clean his/her own room? 15/

1	2	3	4	5
Almost Never	Less than 1/2 the time	1/2 the time	More than 1/2 the time	Almost Always

c. Clean up after spills? 16/

1	2	3	4	5
Almost Never	Less than 1/2 the time	1/2 the time	More than 1/2 the time	Almost Always

d. Bathe himself/herself? 17/

1	2	3	4	5
Almost Never	Less than 1/2 the time	1/2 the time	More than 1/2 the time	Almost Always

e. Pick up after himself/herself? 18/

1	2	3	4	5
Almost Never	Less than 1/2 the time	1/2 the time	More than 1/2 the time	Almost Always

IF 0218 = 2-5 THEN 0218 = 1
IF 0218 = 1 THEN 0218 = 0

---

4. Is there a musical instrument (for example, piano, drum, guitar, etc.) that your child can use here at home? 19/

YES............. 1 = 1
NO.............. 0 = 0

---

5. Does your family get a daily newspaper? 20/

YES............. 1 = 1
NO.............. 0 = 0

Please turn to next page

6. About how often does your child read for enjoyment?

(CIRCLE ONE)

Every day........................ 1 } 1 21/
Several times a week.............. 2
Several times a month............. 3 }
Several times a year.............. 4 } 0
Never............................. 5 }

---

7. Does your family encourage your child to start and keep doing hobbies?

YES............... 1 = 1 22/
NO................ 0 = 0

---

8. Does your child get special lessons or belong to any organization that encourages activities such as sports, music, art, dance, drama, etc.?

YES............... 1 = 1 23/
NO................ 0 = 0

---

9. How often has any family member taken or arranged to take your child to any type of museum (children's, scientific, art, historical, etc.) within the past year?

(CIRCLE ONE)

Never............................. 1 = 0 24/
Once or twice..................... 2 }
Several times..................... 3 }
About once a Month................ 4 } 1
About once a Week or more often... 5 }

---

10. How often has a family member taken or arranged to take your child to any type of musical or theatrical performance within the past year?

(CIRCLE ONE)

Never......................... ... 1 = 0 25/
Once or twice..................... 2 }
Several times..................... 3 }
About once a month or more........ 4 } 1
About once a week or more......... 5 }

Please turn to next page

11. About how often does your whole family get together with relatives or friends?

(CIRCLE ONE)

Once a year or less...............	1	0	26/
A few times a year................	2		
Once a month......................	3		
Two or three times a month........	4	1	
Once a week or more...............	5		

---

12. Does your child see and spend time with his or her father or father-figure?

YES..................	1	27/
NO...................	0	

IF YES: About how often does he or she spend time with his/her father or father-figure?

(CIRCLE ONE)

Once a day or more often..........	1	1	28/ ALSO, IF 0227 = 0 THEN 0228 = 0
At least 4 times a week...........	2		
Once a week.......................	3	0	
Once a month......................	4		
A few times a year or less........	5		

IF YES: About how often does your child spend time with his/her father or father-figure in outdoor activities?

(CIRCLE ONE)

Once a day or more often..........	1	1	29/ ALSO, IF 0227 = 0 THEN 0229 = 0
At least 4 times a week...........	2		
Once a week.......................	3		
Once a month......................	4	0	
A few times a year or less........	5		
Don't know........................	9		

IF YES: How often does your child eat a meal with both mother and father or father-figure?

(CIRCLE ONE)

More than once a day....................	1	1	30/ ALSO, IF 0227 = 0 THEN 0230 = 0
Once a day..............................	2		
Several times a week....................	3	0	
About once a week.......................	4		
About once a month......................	5		
Never...................................	6		

Please turn to next page

13. When your family watches TV together, do you or your child's father or father-figure discuss TV programs with him/her?

Yes...................... 1 = 1 31/
No....................... 0 = 0
Do not have a TV........ 6 = -4

---

14. Sometimes children get so angry at their parents that they say things like "I hate you" or swear in a temper tantrum. Please check which actions you would take if this happened.

CREATION: VARIABLE = HIT 2

(CIRCLE **ALL THAT APPLY**)

Grounding................................. 01 32-33/
Spanking.................................. 02 34-35/
Talk with child........................... 03 36-37/
Give him or her household chore.......... 04 38-39/
Ignore it................................. 05 40-41/
Send to room for more than 1 hour........ 06 42-43/
Other (SPECIFY) ____________________________ 07 44-45/

IF 0234 = 2 THEN
HIT 2 = 0; ELSE HIT 2 = 1

---

15. Sometimes kids mind pretty well and sometimes they don't. Have you had to spank your child in the past week?

YES.................. 1 46/
NO................... 0

IF YES: About how many times in the past week? 47-48/

Number of Times = |___|___| 0 OR 1 = 1
2 OR MORE = 0

ALSO, IF 0246 = 0, THEN 0247 = 1

MOTHER/GUARDIAN:

(1) If your child **has not had** his/her **7th birthday**, go to SECTION 2, PART C, page MS-27.

(2) If your child is **at least age 7 years** or older, go to SECTION 4, page MS-51.

Appendix C

MOTOR AND SOCIAL DEVELOPMENT RAW-NORMED SCORE LOOKUP TABLES

Appendix C. Motor & Social Development Assessment: Raw Scores, Percentile Scores, and Standard Scores by Age and Sex of Child

CHILD AGE IN MONTHS	1986 RAW SCORE	BOYS		GIRLS		ALL CHILDREN	
		PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE
C 163.	C 2681.	C 2684.	C 2685.	C 2684.	C 2685.	C 2682.	C 2683.
0-3	0	14	67	9	65	12	66
0-3	1	35	73	33	72	35	73
0-3	2	49	75	57	76	53	76
0-3	3	60	77	82	79	70	78
0-3	4	90	80	118	82	103	81
0-3	5	155	85	179	86	166	85
0-3	6	223	89	267	91	243	90
0-3	7	277	91	346	94	310	93
0-3	8	348	94	431	97	386	96
0-3	9	440	98	558	102	496	100
0-3	10	527	101	667	106	593	104
0-3	11	595	104	755	110	670	107
0-3	12	699	108	852	116	771	111
0-3	13	827	114	925	122	873	117
0-3	14	916	121	961	126	937	123
0-3	15	975	130	985	133	980	131
4-6	0	0	0	0	0	0	0
4-6	1	5	61	0	0	3	58
4-6	2	9	65	0	0	5	61
4-6	3	14	67	5	61	10	65
4-6	4	38	73	46	75	42	74
4-6	5	142	84	127	83	134	83
4-6	6	335	94	228	89	283	91
4-6	7	528	101	389	96	461	99
4-6	8	679	107	576	103	629	105
4-6	9	797	112	708	108	753	110
4-6	10	873	117	824	114	849	115
4-6	11	924	122	909	120	918	121
4-6	12	967	128	944	124	955	126
4-6	13	985	133	970	128	979	130
4-6	14	991	135	985	133	988	134
4-6	15	996	139	995	139	995	139

		BOYS		GIRLS		ALL CHILDREN	
CHILD AGE IN MONTHS	1986 RAW SCORE	PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE
C 163.	C 2681.	C 2684.	C 2685.	C 2684.	C 2685.	C 2682.	C 2683.
7-9	0	5	61	0	0	3	58
7-9	1	9	65	9	65	10	65
7-9	2	9	65	18	69	14	67
7-9	3	9	65	27	71	19	69
7-9	4	28	71	41	74	35	73
7-9	5	51	75	59	76	55	76
7-9	6	84	79	104	81	94	80
7-9	7	134	83	171	86	153	85
7-9	8	245	90	252	90	249	90
7-9	9	356	94	365	95	361	95
7-9	10	440	98	477	99	459	98
7-9	11	584	103	609	104	596	104
7-9	12	718	109	744	110	730	109
7-9	13	820	114	838	115	829	114
7-9	14	917	121	924	121	921	121
7-9	15	982	131	982	131	982	131
10-12	0	0	0	0	0	0	0
10-12	1	3	60	4	60	3	60
10-12	2	17	68	8	64	13	66
10-12	3	33	72	8	64	22	70
10-12	4	53	76	12	66	35	73
10-12	5	76	79	28	71	55	76
10-12	6	113	82	62	77	90	80
10-12	7	166	85	102	81	137	84
10-12	8	235	89	163	85	203	88
10-12	9	354	94	264	91	315	93
10-12	10	493	100	390	96	447	98
10-12	11	609	104	553	102	584	103
10-12	12	722	109	715	109	719	109
10-12	13	818	114	829	114	823	114
10-12	14	911	120	923	121	916	121
10-12	15	984	132	984	132	984	132
13-15	0	4	60	0	0	2	57

Appendix C.
Page Three

CHILD AGE IN MONTHS	1986 RAW SCORE	BOYS		GIRLS		ALL CHILDREN	
		PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE
C 163.	C 2681.	C 2684.	C 2685.	C 2684.	C 2685.	C 2682.	C 2683.
13-15	1	8	64	0	0	4	60
13-15	2	8	64	0	0	4	60
13-15	3	21	69	9	65	15	67
13-15	4	42	74	23	70	33	72
13-15	5	63	77	42	74	52	76
13-15	6	91	80	87	80	89	80
13-15	7	136	84	147	84	142	84
13-15	8	207	88	206	88	207	88
13-15	9	302	92	294	92	298	92
13-15	10	434	97	404	96	420	97
13-15	11	587	103	551	102	570	103
13-15	12	727	109	711	108	720	109
13-15	13	868	117	844	115	857	116
13-15	14	959	126	950	125	954	125
13-15	15	988	134	996	139	992	136
16-18	0	0	0	0	0	0	0
16-18	1	0	0	0	0	0	0
16-18	2	9	65	0	0	5	61
16-18	3	36	73	0	0	18	68
16-18	4	59	76	0	0	28	71
16-18	5	77	79	0	0	37	73
16-18	6	116	82	29	71	71	78
16-18	7	201	87	94	80	145	84
16-18	8	344	94	195	87	266	91
16-18	9	541	102	415	97	474	99
16-18	10	742	110	659	106	699	108
16-18	11	879	118	809	113	843	115
16-18	12	947	124	894	119	920	121
16-18	13	978	130	940	123	957	126
16-18	14	991	135	976	130	983	132
16-18	15	996	139	996	140	996	139
19-21	0	0	0	0	0	0	0
19-21	1	4	60	0	0	2	57

CHILD AGE IN MONTHS	1986 RAW SCORE	BOYS		GIRLS		ALL CHILDREN	
		PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE
C 163.	C 2681.	C 2684.	C 2685.	C 2684.	C 2685.	C 2682.	C 2683.
19-21	2	8	64	0	0	4	60
19-21	3	8	64	0	0	4	60
19-21	4	41	74	0	0	21	69
19-21	5	107	81	17	68	63	77
19-21	6	223	89	120	82	174	86
19-21	7	418	97	298	92	359	95
19-21	8	608	104	496	100	553	102
19-21	9	739	110	655	106	699	108
19-21	10	826	114	772	111	799	113
19-21	11	897	119	879	118	888	118
19-21	12	951	125	935	123	943	124
19-21	13	971	128	957	126	965	127
19-21	14	984	132	974	129	979	130
19-21	15	996	140	992	136	994	137
22-24	0	16	68	14	67	15	67
22-24	1	80	79	47	75	65	77
22-24	2	187	87	135	83	164	85
22-24	3	318	93	286	92	302	92
22-24	4	425	97	397	96	413	97
22-24	5	516	101	491	100	504	100
22-24	6	639	105	579	103	612	104
22-24	7	765	111	663	106	719	109
22-24	8	857	116	776	111	820	114
22-24	9	921	121	860	116	893	119
22-24	10	964	127	907	120	938	123
22-24	11	984	132	935	123	962	127
22-24	12	996	140	968	128	983	132
22-24	13	999	146	991	135	996	140
22-24	14	999	146	991	135	996	140
22-24	15	999	146	996	139	998	143
25-27	0	14	67	5	61	9	65
25-27	1	45	74	19	69	32	72
25-27	2	93	80	57	76	76	78

CHILD AGE IN MONTHS	1986 RAW SCORE	BOYS		GIRLS		ALL CHILDREN	
		PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE
C 163.	C 2681.	C 2684.	C 2685.	C 2684.	C 2685.	C 2682.	C 2683.
25-27	3	177	86	118	82	149	84
25-27	4	257	90	189	87	224	89
25-27	5	319	93	236	89	279	91
25-27	6	429	97	292	92	363	95
25-27	7	588	103	392	96	493	100
25-27	8	713	108	542	102	631	105
25-27	9	779	112	685	107	733	109
25-27	10	845	115	759	111	804	113
25-27	11	912	120	835	115	874	117
25-27	12	956	126	910	120	934	123
25-27	13	982	131	953	125	968	128
25-27	14	991	135	981	131	986	133
25-27	15	996	139	999	146	998	142
28-30	0	12	66	0	0	6	62
28-30	1	30	72	0	0	15	67
28-30	2	54	76	12	66	33	72
28-30	3	90	80	35	73	62	77
28-30	4	126	83	63	77	94	80
28-30	5	169	86	92	80	130	83
28-30	6	223	89	120	82	171	86
28-30	7	301	92	161	85	229	89
28-30	8	385	96	224	89	303	92
28-30	9	507	100	322	93	412	97
28-30	10	699	108	465	99	579	103
28-30	11	831	114	644	106	735	109
28-30	12	885	118	788	112	835	115
28-30	13	952	125	891	118	920	121
28-30	14	994	138	966	127	980	131
28-30	15	999	146	995	138	997	141
31-34	0	0	0	0	0	0	0
31-34	1	4	60	18	69	11	66
31-34	2	16	68	40	74	28	71
31-34	3	27	71	44	74	36	73

CHILD AGE IN MONTHS	1986 RAW SCORE	BOYS		GIRLS		ALL CHILDREN	
		PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE
C 163.	C 2681.	C 2684.	C 2685.	C 2684.	C 2685.	C 2682.	C 2683.
31-34	4	39	73	44	74	41	74
31-34	5	62	77	48	75	55	76
31-34	6	95	80	59	76	76	79
31-34	7	131	83	81	79	105	81
31-34	8	191	87	124	83	157	85
31-34	9	275	91	193	87	233	89
31-34	10	355	94	289	92	321	93
31-34	11	504	100	408	97	455	98
31-34	12	684	107	562	102	621	105
31-34	13	817	114	734	109	774	111
31-34	14	920	121	888	118	903	119
31-34	15	981	131	978	130	980	131
35-38	0	0	0	4	60	2	57
35-38	1	0	0	8	64	4	60
35-38	2	0	0	12	66	6	62
35-38	3	0	0	17	68	7	63
35-38	4	3	60	17	68	9	65
35-38	5	10	65	17	68	13	67
35-38	6	21	69	17	68	19	69
35-38	7	44	74	17	68	32	72
35-38	8	71	78	30	72	52	76
35-38	9	105	81	71	78	89	80
35-38	10	182	86	117	82	154	85
35-38	11	307	92	175	86	248	90
35-38	12	459	98	267	91	373	95
35-38	13	649	106	430	97	550	102
35-38	14	845	115	667	106	765	111
35-38	15	966	127	896	119	935	123
39-42	0	0	0	0	0	0	0
39-42	1	5	61	0	0	2	57
39-42	2	14	67	0	0	6	62
39-42	3	23	70	0	0	10	65
39-42	4	32	72	0	0	15	67

		BOYS		GIRLS		ALL CHILDREN	
CHILD AGE IN MONTHS	1986 RAW SCORE	PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE
C 163.	C 2681.	C 2684.	C 2685.	C 2684.	C 2685.	C 2682.	C 2683.
39-42	5	41	74	0	0	19	69
39-42	6	45	75	0	0	21	69
39-42	7	45	75	8	64	25	71
39-42	8	45	75	20	69	31	72
39-42	9	59	76	31	72	44	74
39-42	10	99	81	66	77	81	79
39-42	11	180	86	120	82	148	84
39-42	12	297	92	213	88	253	90
39-42	13	482	99	396	96	436	98
39-42	14	712	108	640	105	673	107
39-42	15	910	120	884	118	896	119
43-47	0	0	0	0	0	0	0
43-47	1	0	0	0	0	0	0
43-47	2	3	59	0	0	2	55
43-47	3	6	62	0	0	3	59
43-47	4	6	62	0	0	3	59
43-47	5	9	65	0	0	5	61
43-47	6	13	67	3	60	8	64
43-47	7	16	68	7	63	12	66
43-47	8	32	72	14	67	23	70
43-47	9	54	76	27	71	40	74
43-47	10	73	78	53	76	63	77
43-47	11	117	82	85	79	101	81
43-47	12	195	87	126	83	160	85
43-47	13	318	93	224	89	272	91
43-47	14	594	104	448	98	522	101
43-47	15	896	119	800	113	849	115

Appendix D

BPI RAW-NORMED SCORE LOOKUP TABLES

APPENDIX D TABLES:

Appendix D1. Behavioral Problems Index - Anxious/Depressed Subscale: Raw, Percentile, and Standard Scores by Age and Sex of Child
Appendix D2. Behavioral Problems Index - Antisocial Subscale: Raw, Percentile, and Standard Scores by Age, Sex, and School Experience of Child
Appendix D3. Behavioral Problems Index - Dependent Subscale: Raw, Percentile, and Standard Scores by Age and Sex of Child
Appendix D4. Behavioral Problems Index - Headstrong Subscale: Raw, Percentile, and Standard Scores by Age and Sex of Child
Appendix D5. Behavioral Problems Index - Hyperactive Subscale: Raw, Percentile, and Standard Scores by Age and Sex of Child
Appendix D6. Behavioral Problems Index - Peer Conflicts/Withdrawn Subscale: Raw, Percentile, and Standard Scores by Age and Sex of Child
Appendix D7. Behavioral Problems Index - Total Raw, Percentile, and Standard Scores by Age, Sex, and School Experience of Child

Appendix D1. Behavioral Problems Index - Anxious/Depressed Subscale: Raw, Percentile, and Standard Scores by Age and Sex of Child

CHILD AGE	RAW SCORE	BOYS		GIRLS		TOTAL	
		PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE
4	0	210	88	194	87	202	87
4	1	562	102	545	102	554	102
4	2	791	112	799	113	795	112
4	3	923	121	932	122	927	122
4	4	980	131	982	131	982	131
4	5	996	139	982	131	998	142
5	0	181	86	167	86	174	86
5	1	499	100	490	100	494	100
5	2	735	109	750	110	743	110
5	3	882	118	893	119	888	118
5	4	955	125	953	125	954	125
5	5	990	135	987	133	989	134
6	0	178	86	164	85	171	86
6	1	475	99	477	99	476	99
6	2	711	108	712	108	711	108
6	3	871	117	859	116	865	117
6	4	948	124	943	124	946	124
6	5	990	135	982	131	985	133
7	0	165	85	206	88	185	87
7	1	479	99	533	101	506	100
7	2	722	109	739	110	730	109
7	3	857	116	868	117	863	116
7	4	929	122	944	124	936	123
7	5	980	131	988	134	984	132
8	0	170	86	167	85	169	86
8	1	475	99	480	99	478	99
8	2	695	108	713	108	704	108
8	3	840	115	854	116	847	115
8	4	931	122	938	123	935	123
8	5	981	131	983	132	982	131
9	0	191	87	199	87	195	87
9	1	489	100	502	100	495	100
9	2	693	108	704	108	699	108
9	3	842	115	852	116	847	115

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CHILD AGE	RAW SCORE	BOYS		GIRLS		TOTAL	
		PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE	PERCENTILE SCORE	STANDARD SCORE
9	4	924	121	935	123	930	122
9	5	979	131	984	132	981	131
10	0	173	86	172	86	173	86
10	1	470	99	475	99	473	99
10	2	690	107	683	107	686	107
10	3	842	115	825	114	833	114
10	4	931	122	928	122	929	122
10	5	983	132	983	132	983	132
11	0	175	86	178	86	177	86
11	1	477	99	473	99	475	99
11	2	691	107	670	107	681	107
11	3	827	114	830	114	828	114
11	4	922	121	940	123	930	122
11	5	985	132	985	133	985	132
12	0	196	87	194	87	195	87
12	1	516	101	517	101	516	101
12	2	710	108	729	109	720	109
12	3	826	114	860	116	843	115
12	4	917	121	942	124	930	122
12	5	981	131	990	135	985	133
13	0	197	87	172	86	185	87
13	1	516	101	478	99	498	100
13	2	715	108	699	108	707	108
13	3	840	115	842	115	841	115
13	4	922	121	926	122	924	121
13	5	978	130	978	130	978	130
14	0	223	89	183	86	204	88
14	1	567	103	499	100	534	101
14	2	763	111	700	108	733	109
14	3	878	117	823	114	852	116
14	4	944	124	913	120	929	122
14	5	984	132	974	129	979	131
15	0	231	89	190	87	212	88
15	1	596	104	502	100	551	102
15	2	785	112	708	108	748	110
15	3	876	117	835	115	856	116
15	4	947	124	912	120	930	122
15	5	991	135	973	129	982	131

Appendix D2. Behavioral Problems Index - Antisocial Subscale: Raw, Percentile, and Standard Scores by Age, Sex, and School Experience of Child

CHILD AGE	RAW SCORE	BOYS				GIRLS				TOTAL			
		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
4	0	233	89	167	85	307	92	279	91	269	91	223	89
4	1	585	103	500	100	732	109	680	107	655	106	591	103
4	2	796	112	759	111	899	119	877	117	846	115	818	114
4	3	935	123	917	121	972	129	968	128	953	125	943	124
4	4	990	135	992	136	998	143	992	136	994	138	992	136
4	5	990	135			998	143			994	138		
4	6	990	135			998	143			994	138		
5	0	240	89	207	88	281	91	229	89	261	90	217	88
5	1	588	103	563	102	680	107	583	103	636	105	572	103
5	2	777	111	813	113	851	116	819	114	816	113	817	114
5	3	898	119	951	125	934	123	965	127	917	121	957	126
5	4	962	127	995	138	977	130	965	127	969	128	997	140
5	5	988	134			993	136			991	135		
5	6	996	140			998	143			997	141		
6	0	212	88			290	92			250	90		
6	1	548	102			676	107			611	104		
6	2	761	111			848	115			803	113		
6	3	885	118			945	124			913	120		
6	4	942	124			977	130			960	126		
6	5	972	129			994	138			983	132		
6	6	990	135			994	138			995	138		
7	0	221	88			293	92			256	90		
7	1	565	102			704	108			634	105		
7	2	756	110			870	117			811	113		
7	3	855	116			948	124			900	119		
7	4	923	121			988	134			955	125		
7	5	973	129			996	139			984	132		
7	6	994	138			999	145			996	140		
8	0	251	90			288	92			270	91		
8	1	601	104			684	107			643	105		
8	2	767	111			846	115			807	113		
8	3	890	118			940	123			916	121		
8	4	966	127			984	132			976	130		
8	5	988	134			995	138			992	136		
8	6	996	139			995	138			998	143		
9	0	254	90			318	93			286	92		
9	1	613	104			746	110			680	107		
9	2	788	112			897	119			843	115		
9	3	899	119			954	125			927	122		

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CHILD AGE	RAW SCORE	BOYS				GIRLS				TOTAL			
		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
9	4	957	126			982	131			969	128		
9	5	984	132			996	139			990	135		
9	6	997	141			996	139			999	145		
10	0	257	90			339	94			299	92		
10	1	630	105			774	111			703	108		
10	2	804	113			901	119			853	116		
10	3	895	119			957	126			927	122		
10	4	948	124			988	134			968	128		
10	5	982	131			996	140			989	134		
10	6	999	145			999	146			999	146		
11	0	260	90			339	94			296	92		
11	1	625	105			763	111			689	107		
11	2	787	112			898	119			837	115		
11	3	881	118			964	127			918	121		
11	4	940	123			984	132			959	126		
11	5	978	130			994	138			985	133		
11	6	998	142			994	138			999	145		
12	0	282	91			338	94			311	93		
12	1	653	106			769	111			713	108		
12	2	799	113			912	120			858	116		
12	3	888	118			970	128			930	122		
12	4	943	124			987	133			966	127		
12	5	984	132			997	141			990	135		
13	0	268	91			335	94			299	92		
13	1	644	106			755	110			696	108		
13	2	804	113			884	118			841	115		
13	3	889	118			947	124			916	121		
13	4	951	125			983	132			966	127		
13	5	988	134			999	145			993	137		
14	0	287	92			324	93			305	92		
14	1	670	107			732	109			699	108		
14	2	825	114			867	117			844	115		
14	3	910	120			941	123			925	122		
14	4	960	126			973	129			966	127		
14	5	992	136			992	136			992	136		
15	0	313	93			336	94			324	93		
15	1	710	108			750	110			729	109		
15	2	833	114			870	117			850	116		
15	3	901	119			934	123			917	121		
15	4	955	125			972	129			963	127		
15	5	990	135			993	137			992	136		

Appendix D3. Behavioral Problems Index - Dependent Subscale: Raw, Percentile, and Standard Scores by Age and Sex of Child

CHILD AGE	RAW SCORE	BOYS		GIRLS		TOTAL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
4	0	188	87	196	87	192	87
4	1	508	100	510	100	508	100
4	2	737	109	745	110	740	110
4	3	901	119	904	120	903	119
4	4	985	132	974	129	980	131
5	0	192	87	180	86	186	87
5	1	514	101	506	100	510	100
5	2	749	110	763	111	756	110
5	3	900	119	919	121	909	120
5	4	973	129	982	131	978	130
6	0	225	89	210	88	218	88
6	1	579	103	550	102	564	102
6	2	783	112	770	111	776	111
6	3	907	120	912	120	910	120
6	4	978	130	982	131	980	131
7	0	234	89	236	89	235	89
7	1	589	103	600	104	594	104
7	2	795	112	800	113	798	112
7	3	917	121	921	121	920	121
7	4	978	130	985	132	980	131
8	0	267	91	242	90	255	90
8	1	665	106	614	104	639	105
8	2	854	116	814	113	833	115
8	3	933	122	925	122	928	122
8	4	977	130	983	132	980	131
9	0	261	90	261	90	261	90
9	1	656	106	639	105	647	106
9	2	848	115	830	114	839	115
9	3	938	123	943	124	940	123
9	4	985	133	990	135	987	133
10	0	299	92	297	92	298	92
10	1	711	108	683	107	697	108
10	2	868	117	840	115	854	116
10	3	945	124	935	123	940	123
10	4	989	134	982	131	985	133
11	0	289	92	290	92	289	92
11	1	692	108	698	108	694	108
11	2	865	117	870	117	867	117
11	3	953	125	951	125	952	125
11	4	990	135	990	135	990	135

Appendix D4. Behavioral Problems Index - Headstrong Subscale: Raw, Percentile, and Standard Scores by Age and Sex of Child

CHILD AGE	RAW SCORE	BOYS		GIRLS		TOTAL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
4	0	118	82	132	83	125	83
4	1	320	93	359	95	339	94
4	2	471	99	533	101	501	100
4	3	618	104	689	107	653	106
4	4	797	112	852	116	823	114
4	5	947	124	969	128	958	126
5	0	104	81	130	83	118	82
5	1	287	92	346	94	318	93
5	2	454	98	508	100	482	99
5	3	615	104	668	106	642	105
5	4	781	112	815	113	798	112
5	5	936	123	940	123	938	123
6	0	110	82	121	82	115	82
6	1	293	92	329	93	311	93
6	2	453	98	510	100	480	99
6	3	613	104	696	108	654	106
6	4	778	111	852	116	815	113
6	5	934	123	957	126	945	124
7	0	111	82	118	82	114	82
7	1	324	93	365	95	344	94
7	2	506	100	579	103	542	102
7	3	650	106	726	109	687	107
7	4	786	112	860	116	822	114
7	5	929	122	967	128	948	124
8	0	115	82	137	84	126	83
8	1	339	94	380	95	359	95
8	2	533	101	574	103	554	102
8	3	688	107	727	109	707	108
8	4	823	114	855	116	840	115
8	5	943	124	960	126	952	125
9	0	112	82	161	85	137	84
9	1	328	93	421	97	375	95
9	2	503	100	589	103	546	102
9	3	653	106	744	110	698	108
9	4	803	113	885	118	844	115
9	5	938	123	970	128	954	125
10	0	112	82	154	85	133	83

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CHILD AGE	RAW SCORE	BOYS		GIRLS		TOTAL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
10	1	344	94	436	98	390	96
10	2	535	101	640	105	588	103
10	3	682	107	772	111	728	109
10	4	829	114	880	118	855	116
10	5	951	125	965	127	958	126
11	0	123	83	152	85	136	83
11	1	348	94	406	96	374	95
11	2	523	101	602	104	559	102
11	3	673	107	763	111	714	108
11	4	823	114	874	117	847	115
11	5	948	124	960	126	953	125
12	0	148	84	180	86	165	85
12	1	393	96	450	98	422	97
12	2	568	103	625	105	598	104
12	3	711	108	780	112	747	110
12	4	844	115	898	119	872	117
12	5	957	126	973	129	965	127
13	0	124	83	175	86	148	84
13	1	348	94	441	98	392	96
13	2	545	102	602	104	572	103
13	3	699	108	754	110	724	109
13	4	819	114	885	118	850	116
13	5	940	123	967	128	953	125
14	0	153	85	174	86	163	85
14	1	420	97	441	98	431	97
14	2	591	103	610	104	600	104
14	3	724	109	749	110	736	109
14	4	855	116	866	117	860	116
14	5	954	125	960	126	957	126
15	0	181	86	183	86	181	86
15	1	460	98	452	98	455	98
15	2	631	105	615	104	623	105
15	3	759	111	755	110	757	110
15	4	864	116	873	117	868	117
15	5	957	126	962	127	960	126

Appendix D5. Behavioral Problems Index - Hyperactive Subscale: Raw, Percentile, and Standard Scores by Age and Sex of Child

CHILD AGE	RAW SCORE	BOYS		GIRLS		TOTAL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
4	0	177	86	192	87	185	87
4	1	455	98	513	100	484	99
4	2	651	106	740	110	694	108
4	3	833	115	884	118	859	116
4	4	958	126	960	126	959	126
4	5	997	141	994	137	995	139
5	0	154	85	190	87	172	86
5	1	407	96	503	100	456	98
5	2	609	104	709	108	660	106
5	3	809	113	843	115	827	114
5	4	938	123	943	124	940	123
5	5	984	132	996	139	990	135
6	0	156	85	212	88	183	86
6	1	421	97	533	101	476	99
6	2	618	104	733	109	674	107
6	3	790	112	872	117	830	114
6	4	919	121	953	125	935	123
6	5	981	131	993	136	987	133
7	0	126	83	209	88	167	85
7	1	366	95	549	102	455	98
7	2	583	103	745	110	663	106
7	3	775	111	873	117	823	114
7	4	902	119	953	125	927	122
7	5	970	128	986	133	978	130
8	0	145	84	198	87	172	86
8	1	393	96	527	101	461	99
8	2	583	103	722	109	653	106
8	3	759	111	843	115	801	113
8	4	904	120	940	123	922	121
8	5	980	131	990	135	985	133
9	0	151	85	204	88	178	86
9	1	413	97	509	100	461	99
9	2	598	104	709	108	654	106
9	3	756	110	861	116	808	113
9	4	902	119	943	124	922	121
9	5	984	132	984	132	984	132
10	0	160	85	216	88	189	87
10	1	421	97	553	102	488	100
10	2	608	104	740	110	675	107
10	3	782	112	868	117	826	114

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CHILD AGE	RAW SCORE	BOYS		GIRLS		TOTAL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
10	4	912	120	951	125	932	122
10	5	978	130	987	133	982	131
11	0	160	85	230	89	192	87
11	1	423	97	570	103	490	100
11	2	622	105	757	110	684	107
11	3	782	112	883	118	828	114
11	4	890	118	947	124	916	121
11	5	968	128	980	131	974	129
12	0	181	86	245	90	214	88
12	1	455	98	585	103	523	101
12	2	624	105	768	111	699	108
12	3	789	112	900	119	847	115
12	4	913	120	969	128	942	124
12	5	973	129	997	141	985	133
13	0	190	87	248	90	217	88
13	1	472	99	608	104	537	101
13	2	649	106	789	112	715	109
13	3	795	112	893	119	841	115
13	4	901	119	956	126	927	122
13	5	972	129	990	135	980	131
14	0	180	86	253	90	215	88
14	1	472	99	611	104	539	101
14	2	673	107	771	111	720	109
14	3	819	114	871	117	845	115
14	4	918	121	939	123	928	122
14	5	979	130	981	131	980	131
15	0	209	88	266	91	237	89
15	1	525	101	627	105	575	103
15	2	713	108	767	111	738	110
15	3	837	115	855	116	846	115
15	4	923	121	928	122	926	122
15	5	982	131	979	130	980	131

Appendix D6. Behavioral Problems Index - Peer Conflicts/Withdrawn Subscale: Raw, Percentile, and Standard Scores by Age and Sex of Child

CHILD AGE	RAW SCORE	BOYS		GIRLS		TOTAL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
4	0	420	97	424	97	422	97
4	1	901	119	908	120	904	120
4	2	979	130	984	132	981	131
4	3	997	141	984	132	999	145
5	0	427	97	425	97	427	97
5	1	911	120	898	119	905	120
5	2	981	131	973	129	977	130
5	3	997	141	973	129	999	145
6	0	409	97	429	97	419	97
6	1	879	118	909	120	894	119
6	2	969	128	979	130	973	129
6	3	999	145	999	145	999	145
7	0	408	97	417	97	412	97
7	1	879	118	896	119	887	118
7	2	966	127	977	130	971	128
7	3	994	138	997	141	996	139
8	0	400	96	403	96	402	96
8	1	859	116	860	116	860	116
8	2	946	124	955	125	950	125
8	3	987	133	997	141	992	136
9	0	388	96	415	97	402	96
9	1	838	115	890	118	864	116
9	2	941	123	971	128	956	126
9	3	991	135	997	141	994	138
10	0	403	96	405	96	404	96
10	1	858	116	870	117	864	116
10	2	948	124	959	126	954	125
10	3	994	137	994	138	994	138
11	0	407	96	411	97	409	97
11	1	867	117	877	117	872	117
11	2	950	125	957	126	953	125
11	3	990	135	991	135	990	135
12	0	393	96	432	97	413	97

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CHILD AGE	RAW SCORE	BOYS		GIRLS		TOTAL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
12	1	849	115	912	120	882	118
12	2	946	124	977	130	962	127
12	3	989	134	997	141	993	137
13	0	414	97	429	97	421	97
13	1	878	117	900	119	889	118
13	2	956	126	965	127	960	126
13	3	992	136	994	137	993	136
14	0	418	97	429	97	423	97
14	1	884	118	905	120	896	119
14	2	953	125	972	129	962	127
14	3	986	133	992	136	989	134
15	0	421	97	427	97	424	97
15	1	893	119	907	120	900	119
15	2	960	126	971	128	966	127
15	3	988	134	992	136	990	135

Appendix D7. Behavioral Problems Index - Total Raw, Percentile, and Standard Scores by Age, Sex, and School Experience of Child

CHILD AGE	RAW SCORE	BOYS				GIRLS				TOTAL			
		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
4	0	59	77	17	68	71	78	66	77	65	77	42	74
4	1	153	85	67	77	165	85	156	85	159	85	112	82
4	2	235	89	134	83	230	89	213	88	233	89	173	86
4	3	317	93	209	88	313	93	271	91	316	93	240	89
4	4	382	95	275	91	387	96	336	94	384	96	306	92
4	5	437	98	342	94	470	99	459	98	453	98	401	96
4	6	481	99	400	96	569	103	549	102	524	101	476	99
4	7	542	102	425	97	647	106	574	103	593	104	501	100
4	8	607	104	450	98	704	108	615	104	654	106	533	101
4	9	651	106	509	100	751	110	656	106	699	108	583	103
4	10	705	108	609	104	801	113	680	107	752	110	645	106
4	11	766	111	709	108	854	116	722	109	808	113	715	109
4	12	811	113	784	112	884	118	779	112	847	115	781	112
4	13	851	116	842	115	906	120	811	113	878	117	827	114
4	14	891	118	892	119	931	122	837	115	911	120	864	116
4	15	920	121	942	124	951	125	869	117	935	123	905	120
4	16	943	124	967	128	965	127	902	119	954	125	935	123
4	17	960	126	976	130	976	130	943	124	968	128	959	126
4	18	968	128	983	132	982	131	975	129	974	129	979	131
4	19	977	130	983	132	986	133	984	132	981	131	983	132
4	20	987	133	983	132	990	135	992	136	988	134	987	133
4	21	993	137	992	136	994	138	992	136	993	137	996	140
4	22	996	140	992	136	996	140	992	136	996	140	996	140
4	23	998	143	992	136	998	143	992	136	998	143	996	140
4	24	998	143	992	136	998	143	992	136	998	143	996	140
4	25	998	143	992	136	998	143	992	136	998	143	996	140
4	26	998	143	992	136	998	143	992	136	998	143	996	140
4	27	998	143			998	143			998	143		
4	28	998	143			998	143			998	143		
5	0	43	74	32	72	51	75	28	71	47	75	30	72
5	1	123	83	113	82	159	85	105	81	142	84	109	81
5	2	181	86	201	87	249	90	174	86	216	88	188	87
5	3	242	90	276	91	326	93	235	89	285	91	257	90
5	4	314	93	351	94	391	96	320	93	354	94	336	94
5	5	370	95	407	96	444	98	375	95	408	97	392	96

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CHILD AGE	RAW SCORE	BOYS				GIRLS				TOTAL			
		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
5	6	426	97	438	98	516	101	438	98	473	99	438	98
5	7	498	100	475	99	585	103	528	101	543	102	500	100
5	8	561	102	525	101	644	106	590	103	604	104	556	102
5	9	616	104	588	103	691	107	646	106	655	106	615	104
5	10	684	107	675	107	733	109	702	108	709	108	687	107
5	11	747	110	750	110	773	111	750	110	761	111	751	110
5	12	790	112	794	112	816	114	792	112	803	113	793	112
5	13	833	114	826	114	855	116	840	115	844	115	832	114
5	14	869	117	851	116	878	117	889	118	873	117	868	117
5	15	895	119	876	117	899	119	917	121	897	119	895	119
5	16	920	121	895	119	926	122	938	123	923	121	915	121
5	17	942	124	925	122	951	125	958	126	947	124	940	123
5	18	959	126	957	126	964	127	979	131	962	127	968	128
5	19	973	129	976	130	975	129	993	137	974	129	984	132
5	20	981	131	988	134	984	132	993	137	982	131	993	137
5	21	986	133	995	138	989	135	993	137	988	134	997	140
5	22	990	135	995	138	993	137	993	137	992	136	997	140
5	23	996	140	995	138	997	140	993	137	997	140	997	140
5	24	996	140	995	138	997	140	993	137	997	140	997	140
5	25	996	140	995	138	997	140	993	137	997	140	997	140
5	26	996	140	995	138	997	140	993	137	997	140	997	140
5	27	996	140			997	140			997	140		
5	28	996	140			997	140			997	140		
6	0	43	74			53	76			48	75		
6	1	126	83			148	84			137	84		
6	2	193	87			222	89			207	88		
6	3	254	90			293	92			274	91		
6	4	323	93			381	95			351	94		
6	5	380	95			465	99			421	97		
6	6	436	98			528	101			482	99		
6	7	500	100			595	104			547	102		
6	8	555	102			650	106			602	104		
6	9	605	104			706	108			654	106		
6	10	652	106			764	111			707	108		
6	11	696	108			795	112			745	110		
6	12	758	110			822	114			788	112		

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CHILD	RAW	BOYS				GIRLS				TOTAL			
AGE	SCORE	EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
6	13	818	114			852	116			835	115		
6	14	859	116			881	118			870	117		
6	15	890	118			913	120			902	119		
6	16	918	121			940	123			928	122		
6	17	943	124			954	125			949	124		
6	18	952	125			968	128			959	126		
6	19	960	126			975	129			968	128		
6	20	969	128			981	131			976	130		
6	21	975	129			988	134			981	131		
6	22	985	133			991	135			988	134		
6	23	994	138			997	141			996	139		
6	24	994	138			997	141			997	141		
6	25	996	139			997	141			998	143		
6	26	997	141			997	141			998	143		
6	27	999	145			997	141			999	146		
6	28	999	145			997	141			999	146		
7	0	41	74			65	77			53	76		
7	1	117	82			176	86			146	84		
7	2	192	87			267	91			229	89		
7	3	262	90			343	94			301	92		
7	4	330	93			420	97			374	95		
7	5	398	96			497	100			446	98		
7	6	461	99			561	102			510	100		
7	7	522	101			619	105			570	103		
7	8	588	103			669	107			627	105		
7	9	646	106			721	109			683	107		
7	10	688	107			770	111			728	109		
7	11	728	109			808	113			768	111		
7	12	764	111			846	115			805	113		
7	13	800	113			881	118			840	115		
7	14	833	114			909	120			870	117		
7	15	858	116			932	122			894	119		
7	16	882	118			955	125			917	121		
7	17	900	119			975	129			937	123		
7	18	917	121			980	131			948	124		
7	19	936	123			981	131			958	126		

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CHILD AGE	RAW SCORE	BOYS				GIRLS				TOTAL			
		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
7	20	955	125			984	132			969	128		
7	21	967	128			987	133			977	130		
7	22	975	129			992	136			983	132		
7	23	980	131			997	141			988	134		
7	24	987	133			997	141			992	136		
7	25	990	135			999	145			994	137		
7	26	993	136			999	145			996	140		
7	27	996	139			999	145			998	143		
7	28	999	145			999	145			999	146		
8	0	49	75			60	77			54	76		
8	1	135	83			160	85			147	84		
8	2	213	88			245	90			229	89		
8	3	287	92			323	93			305	92		
8	4	357	94			403	96			380	95		
8	5	420	97			500	100			461	99		
8	6	483	99			567	103			526	101		
8	7	550	102			614	104			583	103		
8	8	614	104			663	106			639	105		
8	9	661	106			701	108			681	107		
8	10	701	108			740	110			720	109		
8	11	738	110			781	112			760	111		
8	12	779	112			823	114			801	113		
8	13	817	114			856	116			837	115		
8	14	846	115			878	117			862	116		
8	15	868	117			900	119			885	118		
8	16	901	119			927	122			913	120		
8	17	926	122			949	124			938	123		
8	18	936	123			967	128			952	125		
8	19	950	125			979	130			965	127		
8	20	962	127			989	134			976	130		
8	21	977	130			996	139			986	133		
8	22	988	134			999	145			993	137		
8	23	993	136			999	145			997	140		
8	24	996	139			999	145			998	142		
8	25	997	141			999	145			999	146		
8	26	999	145			999	145			1000	149		

CHILD AGE	RAW SCORE	BOYS				GIRLS				TOTAL			
		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
8	27	999	145			999	145			1000	149		
8	28	999	145			999	145			1000	149		
9	0	46	75			96	80			71	78		
9	1	141	84			223	89			182	86		
9	2	230	89			284	91			257	90		
9	3	309	92			347	94			328	93		
9	4	382	95			427	97			405	96		
9	5	438	98			509	100			473	99		
9	6	477	99			579	103			529	101		
9	7	528	101			640	105			585	103		
9	8	588	103			688	107			638	105		
9	9	631	105			734	109			683	107		
9	10	674	107			777	111			726	109		
9	11	719	109			816	114			767	111		
9	12	772	111			850	116			810	113		
9	13	821	114			874	117			847	115		
9	14	846	115			900	119			873	117		
9	15	875	117			920	121			897	119		
9	16	903	119			933	122			919	121		
9	17	917	121			951	125			935	123		
9	18	932	122			972	129			951	125		
9	19	951	125			985	133			968	128		
9	20	969	128			991	135			980	131		
9	21	982	131			994	138			988	134		
9	22	987	133			997	141			992	136		
9	23	990	135			997	141			993	137		
9	24	993	136			997	141			995	139		
9	25	997	141			999	145			998	142		
9	26	997	141			999	145			998	142		
9	27	997	141			999	145			998	142		
9	28	997	141			999	145			998	142		
10	0	51	75			78	79			65	77		
10	1	147	84			206	88			177	86		
10	2	232	89			297	92			264	91		
10	3	309	92			383	96			346	94		
10	4	389	96			465	99			427	97		

CHILD AGE	RAW SCORE	BOYS				GIRLS				TOTAL			
		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
10	5	463	99			537	101			501	100		
10	6	524	101			602	104			563	102		
10	7	579	103			662	106			621	105		
10	8	628	105			720	109			674	107		
10	9	677	107			767	111			722	109		
10	10	721	109			799	113			760	111		
10	11	751	110			830	114			790	112		
10	12	783	112			862	116			823	114		
10	13	826	114			882	118			854	116		
10	14	861	116			897	119			879	118		
10	15	889	118			913	120			901	119		
10	16	907	120			932	122			919	121		
10	17	922	121			949	124			936	123		
10	18	933	122			960	126			948	124		
10	19	945	124			969	128			957	126		
10	20	961	126			978	130			970	128		
10	21	974	129			986	133			979	131		
10	22	982	131			991	135			987	133		
10	23	989	134			994	138			991	135		
10	24	993	136			996	140			995	139		
10	25	998	142			998	143			997	141		
10	26	998	142			999	146			1000	149		
10	27	998	142			999	146			1000	149		
10	28	998	142			999	146			1000	149		
11	0	50	75			76	78			62	77		
11	1	135	83			196	87			163	85		
11	2	209	88			289	92			246	90		
11	3	300	92			374	95			333	94		
11	4	387	96			452	98			417	97		
11	5	465	99			545	102			501	100		
11	6	534	101			615	104			571	103		
11	7	592	103			663	106			624	105		
11	8	639	105			700	108			667	106		
11	9	678	107			737	110			705	108		
11	10	717	109			784	112			747	110		
11	11	749	110			821	114			782	112		

CHILD	RAW	BOYS				GIRLS				TOTAL			
		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL	
AGE	SCORE	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
11	12	785	112			860	116			818	114		
11	13	817	114			896	119			853	116		
11	14	847	115			919	121			879	118		
11	15	875	117			938	123			904	120		
11	16	890	118			958	126			921	121		
11	17	904	120			966	127			933	122		
11	18	921	121			969	128			943	124		
11	19	945	124			973	129			957	126		
11	20	964	127			979	131			971	128		
11	21	973	129			984	132			978	130		
11	22	981	131			988	134			984	132		
11	23	987	133			993	136			988	134		
11	24	993	136			997	141			995	138		
11	25	997	140			997	141			998	142		
11	26	998	143			997	141			999	146		
11	27	1000	149			997	141			1000	149		
11	28	1000	149			997	141			1000	149		
12	0	79	79			99	81			89	80		
12	1	210	88			253	90			232	89		
12	2	295	92			355	94			326	93		
12	3	358	95			439	98			400	96		
12	4	431	97			518	101			477	99		
12	5	516	101			603	104			561	102		
12	6	586	103			687	107			638	105		
12	7	643	105			748	110			697	108		
12	8	690	107			787	112			740	110		
12	9	727	109			827	114			779	112		
12	10	764	111			874	117			821	114		
12	11	810	113			915	121			864	116		
12	12	844	115			938	123			893	119		
12	13	871	117			949	125			912	120		
12	14	900	119			960	126			931	122		
12	15	916	121			972	129			945	124		
12	16	928	122			983	132			957	126		
12	17	943	124			992	136			968	128		
12	18	959	126			995	139			978	130		

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CHILD AGE	RAW SCORE	BOYS				GIRLS				TOTAL			
		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
12	19	975	129			998	142			987	133		
12	20	990	135			998	142			995	138		
12	21	997	140			998	142			998	142		
12	22	999	145			998	142			1000	149		
12	23	999	145			998	142			1000	149		
13	0	63	77			102	81			82	79		
13	1	181	86			252	90			215	88		
13	2	267	91			348	94			306	92		
13	3	361	95			426	97			392	96		
13	4	459	98			508	100			482	99		
13	5	523	101			601	104			559	102		
13	6	591	103			668	107			628	105		
13	7	655	106			730	109			690	107		
13	8	697	108			786	112			739	110		
13	9	739	110			826	114			780	112		
13	10	783	112			857	116			819	114		
13	11	814	113			883	118			847	115		
13	12	837	115			903	119			867	117		
13	13	859	116			918	121			888	118		
13	14	882	118			935	123			906	120		
13	15	902	119			949	124			924	121		
13	16	920	121			961	126			939	123		
13	17	946	124			971	128			958	126		
13	18	966	127			982	131			974	129		
13	19	979	131			990	135			984	132		
13	20	987	133			997	140			992	136		
13	21	994	137			999	145			997	140		
13	22	998	143			999	145			999	146		
13	23	999	146			999	145			1000	149		
14	0	90	80			100	81			94	80		
14	1	228	89			247	90			237	89		
14	2	324	93			351	94			337	94		
14	3	404	96			460	98			431	97		
14	4	474	99			533	101			502	100		
14	5	549	102			582	103			565	102		
14	6	620	105			644	106			631	105		

CHILD AGE	RAW SCORE	BOYS				GIRLS				TOTAL			
		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL		EVER IN SCHOOL		NEVER IN SCHOOL	
		PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD	PERCENTILE	STANDARD
14	7	676	107			715	108			694	108		
14	8	722	109			771	111			746	110		
14	9	773	111			809	113			791	112		
14	10	810	113			839	115			825	114		
14	11	840	115			865	117			852	116		
14	12	866	117			888	118			876	117		
14	13	891	118			904	120			897	119		
14	14	920	121			920	121			921	121		
14	15	941	123			939	123			939	123		
14	16	957	126			956	126			957	126		
14	17	969	128			968	128			968	128		
14	18	977	130			975	129			976	130		
14	19	982	131			985	133			984	132		
14	20	986	133			995	138			991	135		
14	21	989	134			999	146			994	137		
14	22	992	136			999	146			996	139		
14	23	997	140			999	146			999	145		
15	0	97	80			104	81			100	81		
15	1	248	90			274	91			260	90		
15	2	345	94			394	96			368	95		
15	3	443	98			483	99			463	99		
15	4	543	102			562	102			552	102		
15	5	618	104			630	105			624	105		
15	6	674	107			678	107			676	107		
15	7	720	109			717	109			719	109		
15	8	763	111			754	110			759	111		
15	9	801	113			794	112			798	112		
15	10	828	114			826	114			827	114		
15	11	853	116			853	116			853	116		
15	12	882	118			878	117			880	118		
15	13	904	120			899	119			901	119		
15	14	917	121			918	121			918	121		
15	15	934	123			933	122			934	123		
15	16	949	124			945	124			948	124		
15	17	967	127			959	126			963	127		
15	18	981	131			973	129			977	130		
15	19	985	133			981	131			983	132		
15	20	988	134			987	133			988	134		
15	21	994	137			993	136			994	137		
15	22	996	140			998	142			997	140		
15	23	999	146			998	142			1000	149		

Appendix E

INSTRUCTIONS FOR MERGING MOTHER AND CHILD-BASED FILES

The four subsections in this Appendix describe how to manipulate several files which may be of interest to users of the child data. The first subsection (E1.) explains how to merge a subset of items from the main NLSY file with the Merged Child-Mother file. The second subsection (E2.) explains how to translate the Merged Child-Mother file into a mother-based file. The third and fourth subsections (E3. and E4.) explain how to merge data from the raw and SAS versions of the Merged Child-Mother file with the Child Assessment Raw Item file.

E1. Sample SAS Program #1: How to Merge a Mother-Based NLSY file with the Merged Child-Mother File

```
/***************************************************************************/
/*   Example of how to merge a mother-based data file, extracted from the   */
/*   NLSY Youth Main file, with the child-based 1986 NLSY MERGED            */
/*   CHILD-MOTHER FILE. This program is applicable regardless of how many   */
/*   cases are contained on the mother-based file.                          */
/***************************************************************************/
LIBNAME DATADISK "storage device name";
/***************************************************************************/
/* DATA step ONE reads a raw version of the MERGED CHILD-MOTHER file.       */
/***************************************************************************/

DATA ONE;
  INFILE CHILDMOM;                 /* Raw version of MERGED CHILD-MOTHER FILE */
  INPUT  @1 (CHILDID)  (7.)
         @8 (MOMID)    (7.);
  SASFLAG=1;                       /* Use a flag variable to 'mark' all       */
                                   /* observations on the CHILD-MOTHER file.  */
/***************************************************************************/
/* Sort the MERGED CHILD-MOTHER FILE by the child ID number.                */
/***************************************************************************/

PROC SORT DATA=ONE; BY CHILDID;

/***************************************************************************/
/* DATA step TWO reads a sample raw mother-based file called MOMCCR82 that  */
/* contains 3 childcare cost variables from the 1982 NLSY main file for     */
/* 3322 respondents identified as mothers as of 1986. Childcare variables   */
/* are named according to their Ref #'s in the NLSY main file documentation.*/
/***************************************************************************/

DATA TWO;
   INFILE MOMCCR82;
   INPUT  @1  (MOMID)    (7.)
          @8  (R0803400) (5.)   /* Childcare cost for youngest child 82 INT */
          @13 (R0803500) (4.)   /* Childcare cost for next youngest  82 INT */
          @18 (R0803600) (4.)   /* Child care cost for rest of kids  82 INT */
```

E1. (continued)

```
/****************************************************************************/
/* DATA step THREE transforms the mother-based data into a child-based file */
/* by assuming each mother has 7 children (maximum # known to any mother as */
/* of 1986).  Child ID numbers are created by concatenating the mother's ID */
/* and a 2-digit child identifier.  Child-based file is written out.        */
/****************************************************************************/

DATA THREE;  SET TWO;
  ARRAY CIDNUM  CIDNUM1-CIDNUM7;          /* Create temporary child ID's.   */
  DO I=1 TO 7;
     CIDNUM[I]=-4;                        /* Initialize the child ID'S      */
  END;
  DO I=1 TO 7;
     IF MOMID > 0 THEN CIDNUM[I]=MOMID*100 + I;   /* Create maximum number  */
  END;                                            /* of child ID's from     */
                                                  /* mother's ID + child #. */
  DO I=1 TO 7;
     CHILDID=CIDNUM[I];                          /* For each valid child ID */
     IF CHILDID>0 THEN OUTPUT THREE;             /* write out an observation*/
  END;                                           /* Create new idnum.       */
  DROP CIDNUM1=CIDNUM7;                          /* Drop temporary child ID.*/
/****************************************************************************/
/* Sort the transformed data by the new CHILD ID.                           */
/****************************************************************************/
PROC SORT DATA=THREE; BY CHILDID;

/****************************************************************************/
/* DATA Step FOUR merges the transformed data with the data from the MERGED */
/* CHILD-MOTHER FILE by the CHILD ID.                                       */
/****************************************************************************/

DATA FOUR;  MERGE ONE THREE; BY CHILDID;

/****************************************************************************/
/* DATA step FIVE insures that the only Child data kept are for child ID's  */
/* present in the MERGED CHILD-MOTHER FILE.  This prevents the addition of  */
/* observations with wrong ID numbers.  The new data are set to -5 if the   */
/* variable does not exist for a valid child ID number.  The KEEP statement */
/* retains only variables necessary to the dataset.                         */
/****************************************************************************/

DATA FIVE;
  SET FOUR(KEEP=CHILDID MOMID R0803400 R0803500 R0803600);
  IF SASFLAG=1;                   /* Only keep cases that appear on the       */
                                  /* MERGED CHILD-MOTHER file.                */
  ARRAY COSTCARE  R0803400 R0803500 R0803600;
  DO I=1 TO 3;                                 /* If variables are system-  */
     IF COSTCARE[I]=. THEN COSTCARE[I]=-5;     /* missing for a case, set   */
  END;                                         /* variables to -5.          */
```

E1. (continued)

```
/*****************************************************************************/
/* Child dataset of 5876 observations can be saved as either a SAS system   */
/* file, as shown below, or written out as a raw dataset.  SAS system files */
/* are usually quicker and easier to process.                               */
/*****************************************************************************/
DATA DATADISK.NEWCHILD:
  SET FIVE;
  LENGTH DEFAULT=4        /* Length statement insures more efficient storage*/
```

E2. Sample SAS Program #2: How to Create a Mother-Based File from the Merged Child-Mother File

```
/*****************************************************************************/
/*   Example of how to create a mother-based file (n=3322) from the          */
/*   child-based NLSY MERGED CHILD-MOTHER file (n=5876). Mother-specific     */
/*   variables are chosen which will be meaningful in a dataset of           */
/*   (n=3322).                                                               */
/*****************************************************************************/
LIBNAME DATADISK "storage device name";
/*****************************************************************************/
/*****************************************************************************/
/* DATA Step ONE reads the Child Identification code, Mother's ID, and       */
/* selected variables from a raw version of the Merged Child-Mother file.    */
/* Care should be taken to select only variables that are mother-based, in   */
/* other words, not related specifically to any one child.                   */
/*****************************************************************************/
DATA ONE;
   INFILE CHILDMOM   /* 1986 MERGED CHILD-MOTHER raw file */;
   INPUT  @1       CHILDID (7.)
          @8       MOMID   (7.)
          @15138   AGE1B   (2.);
/*****************************************************************************/
/* The SAS function MOD is used to extract the last two digits from the      */
/* Child ID.  To create a file of mothers (n=3322) from a file               */
/* of children (n=5876), only data from the first born children will be      */
/* used, resulting in a file of (n=3322).                                    */
/*                                                                           */
/* Note:  The Child ID is composed of the ID of the mother + a two digit     */
/*        'child identifier' ranging from '01' to '07' in 1986.              */
/*****************************************************************************/
   CHILD1 = MOD(CHILDID,100);
/*****************************************************************************/
/* DATA Step TWO uses a subsetting 'IF' statement to select only the first   */
/* born child cases.  This procedure will result in only one observation     */
/* per mother.                                                               */
/*****************************************************************************/
DATA TWO;
  SET ONE;
  IF CHILD1=1;                 /* Keep if last digit of ID is '1', first-born.*/
  KEEP MOMID CHILDID AGE1B;  /* Keep pertinent variables for dataset.        */
/*****************************************************************************/
/* Now that a mother-based dataset has been created with 3322 observations, */
/* it can be saved as either a SAS system file, as shown below, or written   */
/* out as a raw dataset. Storing datasets as SAS system files results in     */
/* easier and quicker processing.                                            */
/*****************************************************************************/
DATA DATADISK.MOMLIST;
  SET TWO;
  LENGTH DEFAULT=4;        /* Length statement insures more efficient storage */
```

E3. Sample SAS Program #3: How to Merge a SAS Version of the Merged Child-Mother File with the Child Assessment Raw Item File

```
/***************************************************************************/
/*  Example of how to merge data from an SAS version of the NLSY MERGED     */
/*  CHILD-MOTHER file (5876) with data from the NLSY CHILD ASSESSMENT RAW   */
/*  ITEM file (n=4971) and write out a new child file (n=5876).             */
/***************************************************************************/
LIBNAME DATADISK "storage device name";
/***************************************************************************/
 Read selected Digit Span Assessment scores from the 1986 NLSY CHILD-
 MOTHER MERGED FILE and merge them with Digit Span individual items from
 the NLSY CHILD ASSESSMENT RAW ITEM FILE.
 **************************************************************************/
/***************************************************************************/
 Read the following variables from the MERGED CHILD-MOTHER SAS FILE (n=5876):
 CHILD  ID, DIGIT SPAN TOTAL RAW SCORE, DIGIT SPAN FORWARDS RAW SCORE,
 DIGIT SPAN BACKWARDS RAW SCORE, and DIGIT SPAN STANDARD SCORE.  Use a flag
 to identify  all observations from the MERGED CHILD-MOTHER file.
***************************************************************************/
DATA ONE;
  SET DATADISK.CHILDMOM(KEEP=C0010000
                             C0280200
                             C0280300
                             C0280400
                             C0280500); /* 1986 MERGED CHILD-MOTHER SAS FILE*/
 SASFLAG=1;  /* Use a flag to mark observations from MERGED file           */
/***************************************************************************/
 Sort MERGED CHILD-MOTHER file by child identification code.
 **************************************************************************/
PROC SORT DATA=ONE; BY C0010000;
/***************************************************************************/
 Read all Digit Span item response variables from CHILD ASSESSMENT RAW
 ITEM  FILE (n=4971).  Use same name for CHILD ID as used in DATA ONE in
 order to sort and merge files by same variable.
 **************************************************************************/
DATA TWO;
 INFILE CHILDRAW;                                 /* 1986 CHILD RAW ITEM FILE */
 INPUT @1    C0010000       (7.)
       @1771 (CS1262-CS1275) (3.)
       @1813 (CS1314-CS1327) (3.);
/***************************************************************************/
 Sort CHILD ASSESSMENT RAW ITEM file by child identification code.
 **************************************************************************/
PROC SORT DATA=TWO; BY C0010000;
```

E3. (continued)

```
/****************************************************************************/
 Merge the MERGED CHILD-MOTHER file with the CHILD ASSESSMENT RAW ITEM file
 by the child ID.
*****************************************************************************/
DATA THREE; MERGE ONE TWO; BY C0010000;
/****************************************************************************/
 Use flag statement in DATA FOUR to insure that data from the CHILD RAW ITEM
 file are kept only for cases with ID's present in the MERGED CHILD-MOTHER
 file.  Assign noninterview missing values to cases from MERGED CHILD-
 MOTHER file who were not assessed in 1986.  Keep only the necessary
 variables for final dataset.
/****************************************************************************/
DATA FOUR;  SET THREE;
 IF SASFLAG=1;
 ARRAY DIGITEMF  CS1262-CS1275;
 ARRAY DIGITEMB  CS1314-CS1327;
 DO I=1 TO 14;
    IF DIGITEMF[I]=. THEN DIGITEMF[I]=-5;
    IF DIGITEMB[I]=. THEN DIGITEMB[I]=-5;
 END;
 KEEP  C0010000 C0280200 C0280300 C0280400 C0280500
       CS1262-CS1275 CS1314-CS1327;
/****************************************************************************/
 Write out a new child file (n=5876 ) containing items from the MERGED
 CHILD-MOTHER file and item responses from the CHILD ASSESSMENT RAW ITEM file.
 This new file can be saved either as a SAS system file as shown below,
 or written out as a raw dataset.  Use LENGTH statement for efficiency.
/****************************************************************************/
DATA DATADISK.CHILDNEW; SET FOUR;
 LENGTH DEFAULT=4;
```

E4. Sample SAS Program #4: How to Merge a **Raw** Version of the Merged Child-Mother File with the Child Assessment Raw Item File

```
/*****************************************************************************
    Example of how to merge data from a raw version of the NLSY MERGED
    CHILD-MOTHER FILE (5876) with data from the NLSY CHILD ASSESSMENT
    RAW ITEM FILE (n=4971) and write out a new child file (n=5876).
 ****************************************************************************/
  Read selected Digit Span Assessment scores from a raw version of the
  1986 CHILD-MOTHER MERGED FILE and merge them with Digit Span individual
  items from the 1986 CHILD ASSESSMENT RAW ITEM FILE.
 ****************************************************************************/
/*****************************************************************************
  Read the following variables from the CHILD-MOTHER MERGED FILE (n=5876):
  CHILD ID, DIGIT SPAN TOTAL RAW SCORE, DIGIT SPAN FORWARDS RAW SCORE,
  DIGIT SPAN BACKWARDS RAW SCORE, AND DIGIT SPAN STANDARD SCORE.  Use a
  flag to identify all observations from the CHILD-MOTHER MERGED FILE.
*****************************************************************************/
DATA ONE;
  INFILE CHILDMOM;                    /* 1986 MERGED CHILD-MOTHER raw FILE   */
  INPUT  @1     CHILDID  (7.)
         @12898 DIGITRAW (4.)
         @12902 DIGRAWF  (4.)
         @12906 DIGRAWB  (4.)
         @12910 DIGITSTD (4.);
SASFLAG=1;
/*****************************************************************************
 Sort MERGED CHILD-MOTHER RAW file by child identification code.
 ****************************************************************************/
PROC SORT DATA=ONE; BY CHILDID;
/*****************************************************************************
 Read all DIGIT SPAN item response variables from CHILD ASSESSMENT
 RAW ITEM FILE (n=4971).  Use same name for CHILD ID as used in DATA ONE
 in order to sort and merge files by same variable.
 ****************************************************************************/
DATA TWO;
 INFILE CHILDRAW;                   /* 1986 CHILD ASSESSMENT RAW ITEM FILE   */
 INPUT @1    CHILDID         (7.)
       @1771 (CS1262-CS1275) (3.)
       @1813 (CS1314-CS1327) (3.);
/*****************************************************************************
 Sort CHILD ASSESSMENT RAW ITEM FILE by child identification code.
 ************************* *************************************************/
PROC SORT DATA=TWO; BY CHILDID;
/*****************************************************************************
 Merge the MERGED CHILD-MOTHER FILE with the CHILD ASSESSMENT RAW ITEM FILE.
*****************************************************************************/
DATA THREE; MERGE ONE TWO; BY CHILDID;
```

E4. (continued)

```
/*****************************************************************************
 Use flag statement in DATA FOUR to insure that data from the CHILD
 ASSESSMENT RAW ITEM FILE are kept only for cases with ID's present in the
 MERGED CHILD-MOTHER FILE.  Assign noninterview missing values to
 cases from MERGED CHILD-MOTHER FILE who were not assessed in 1986.
 Keep only the necessary variables for final dataset.
/*****************************************************************************
DATA FOUR(KEEP=CHILDID DIGITRAW DIGRAWF DIGRAWB DIGITSTD
               CS1262-CS1275 CS1314-CS1327);
 SET THREE;
 IF SASFLAG=1;
 ARRAY DIGITEMF  CS1262-CS1275;
 ARRAY DIGITEMB  CS1314-CS1327;
 DO I=1 TO 14;
    IF DIGITEMF[I]=. THEN DIGITEMF[I]=-5;
    IF DIGITEMB[I]=. THEN DIGITEMB[I]=-5;
 END;
 /****************************************************************************
 Write out a new child file (n=5876 ) containing items from the MERGED
 CHILD-MOTHER FILE and item responses from the CHILD ASSESSMENT RAW ITEM FILE.
 This new file can be saved either as a SAS system file as shown below,
 or written out as a raw dataset.  Use LENGTH statement for efficiency.
 ****************************************************************************/
DATA DATADISK.CHILDNEW; SET FOUR;
 LENGTH DEFAULT=4;
```